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ABSTRACT

This final report contains information on the school-based portion of the Saskatoon Region Project, a program designed to develop effective services for educationally handicapped children in rural areas around Saskatoon, Saskatchewan (Canada). Chapters of the report provide descriptions of early initiatives that led to the project's conception, the evaluation plan, the context in which the program was formed, sources of program input, the process of implementing a two-stage inservice program for teachers and a learning assistance center, evaluative information from teachers and school principals, and an overall evaluation with conclusions and commentary. A bibliography and appendixes containing interview forms used in the project's evaluation are attached. (RL)

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The Saskatoon Region Project:

Provision of Educational Services to Children with Special Needs in Rural and Sparsely Populated Regions

Part I

The SEECC School-Based Project

John McLeod
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Saskatoon East School Unit

Saskatoon West School Unit

Saskatoon Catholic School System

Acknowledgements

The research study which came to be known as the Saskatoon Region project had the overall goal of studying, and helping to implement, improved educational services to handicapped children in the rural areas surrounding Saskatoon, i.e. the area covered by the Rosthern, Saskatoon East and Saskatoon West school units. Within the total project were two identifiable sub-projects, one school-based and the other pre-school.

The total project was helped by funds from a number of sources. Preliminary study of service delivery and research design options were funded through a grant from the Canada Council, while the main project was funded through grants from IBM (Canada), the Saskatchewan School Trustees' Association (SSTA), the Kinsmen Foundation for the Handicapped, the Saskatchewan Association for the Mentally Retarded (SAMR), the Provincial Department of Social Services and the University of Saskatchewan.

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It is virtually impossible to list the names of every individual who made a significant contribution to the project's success, but it must be transparently clear that had it not been for the enthusiastic support and leadership of superintendents Glen Penner, Alec Postnikoff and Joe Zolkavich, ably supported by their assistants Don Chapman, Bob Green, Wayne Kyle and Donald Nakoneshny, the project could never have got off the ground. Grateful mention too must be made of the contributions of Mrs. B. Glennon, Mr. B. Priebe, Dr. S. Rawlyk-McBride and Mr. R. Allison.

Numerous faculty and graduate students from the University of Saskatchewan have been responsible for, or have contributed to, specific constituent studies within the overall project. These contributions have been recognized and acknowledged at appropriate places in the pages which follow. However, the Project Director assumes and accepts full responsibility for all views, interpretations and conclusions which are contained in the present report.

The final report has involved much typing, re-typing, editing, art work and other mundane but essential revisions through several drafts. Again, the Project Director accepts responsibility for any errors, discrepancies and omissions. Whatever deficiencies might exist are

infinitely less than they could have been, thanks to the excellent and efficient efforts of a number of people. Mr. H. Heimann and his Graphics section within the Audio-Visual Department of the University of Saskatchewan have maintained their usual high standard of artwork; Mary Ann Barr, who consistently contrived to transform the author's copy, which generally resembled a patchwork quilt, into immaculately typed manuscript in an incredibly short time; and the Project Director's secretary, Linda Henry. Apart from administering -- and even managing to balance -- what proved to be a rather complex budget, Mrs. Henry also showed an ability to juggle material relating to half a dozen different sections of the report coming in together, and somehow kept everything in place.

PREFACE

The present report chronicles the development of a research project which involved the cumulative efforts of many people over a period of at least four years from conception to conclusion. One of the by-products of the project was a periodic information bulletin, the *SEECC Chronicle*. It would be difficult to find words more appropriate as a preface to this report that the editorial which appeared in the final issue of that *Chronicle*.

Aft[illegible]rrectly anticipating that the final report of the project would conta[illegible] lot of words, and plenty of tables, diagrams and graphs, the editorial declared that "the lessons of the project can be accurately described in one wo[illegible]d. And that word is 'teamwork.'" The editorial continued:

> The project has demonstrated that the answer to the question "Can individual school units combine forces for the purpose of organizing quality special education services for the students they serve?" is "Yes" -- if there is teamwork between administrators.
>
> The project has demonstrated that the answer to the question "Can effective special educational services be organized for the majority of children, within a regular school, using the resource teacher model?" is "Yes" -- provided there is teamwork between principal, class teachers and resource teachers.
>
> The project has demonstrated that school unit personnel and university professors can work together on a developmental project, and learn from each other -- if there is teamwork.
>
> And the preschool project demonstrated that teamwork between parents and professionals, or paraprofessionals, can produce remarkable gains in the personal, social and academic growth of handicapped infants.
>
> We are not so sanguine to believe that the world of education for exceptional children has been put right as a result of the Saskatoon Region Project. But the experience *has* convinced us -- and apparently those other school units who are beginning to emulate Saskatoon East, Saskatoon West and Rosthern -- that maybe the world is a little bit better as a result of the project. For those of us at the University end of the operation, the Saskatoon Region Project has been more than just another research project; it has been a memorable opportunity to become involved in what we like to believe has been a significant and beneficial piece of social engineering.

The appreciation of all concerned goes out to the various agencies who have helped to finance the project and, at a professional level, we propose an enthusiastic vote of thanks to all the administrators, principals, teachers and parents which provided that essential ingredient for success -- teamwork.

It is to be hoped that the teamwork which pervaded the project will be evident throughout all the words, tables, diagrams and graphs which follow.

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CHAPTER S 1

INTRODUCTION

One of the most persistent challenges to educators has been that of providing appropriate special education services for children in rural and sparsely populated areas. Traditional special education programs have been planned for cities and metropolitan areas where both pupil and tax bases have been sufficiently broad to support high cost programs. Indeed, in urban areas, elaborate separate programs have been established for the retarded, the visually handicapped, the hearing handicapped, the emotionally disturbed, the physically handicapped, the learning disabled and the gifted. Rural school boards, on the other hand, have had to either purchase services from proximate urban centres or enter into joint agreements with other rural areas in order to increase the pupil base and the tax base for services (Jordan *et al.*, 1967).

The traditional urban model of education was one in which special and regular education were parallel and distinct streams. Most special education services were delivered by special class teachers and by itinerant specialists such as psychologists, social workers, speech therapists and consultants in the various categories of exceptionality. Children moved (or were referred) from general education to special education through a rather cumbersome system. It was easier for children to move into special education than it was for them to return to the regular stream.

During the past decade, the service delivery pendulum which had swung well over to the practice of providing for exceptional children in a separate sub-system, began to swing back. Dunn (1968), in an often quoted paper, questioned the efficacy of the traditional urban model of special education service delivery. He maintained that most of our marginally handicapped children would be best served in regular classrooms. In the interval since 1968, much has been published about the benefits of "normalizing" the experience of the exceptional child (Wolfensberger, 1972) and about "mainstreaming" the marginally handicapped (Birch, 1974). The trend toward mainstreaming the mildly handicapped has become common practice.

A second innovation in service delivery to exceptional children occurred during the same period. The resource room model emerged as a viable way to provide part-time special education to children, while also providing the necessary support services to regular class teachers so that they could maintain the marginally handicapped in the regular class (Hammill & Wiederholt, 1972). The resource room model has found ready acceptance in both urban and rural areas.

In 1971, the SEECC Report (Standards for Educators of Exceptional Children in Canada) was published. This report recommended a hierarchical model of teacher preparation to meet the needs of exceptional children. Briefly, this teacher preparation model envisaged three stages of teacher preparation: (1) a general orientation to exceptional children and training

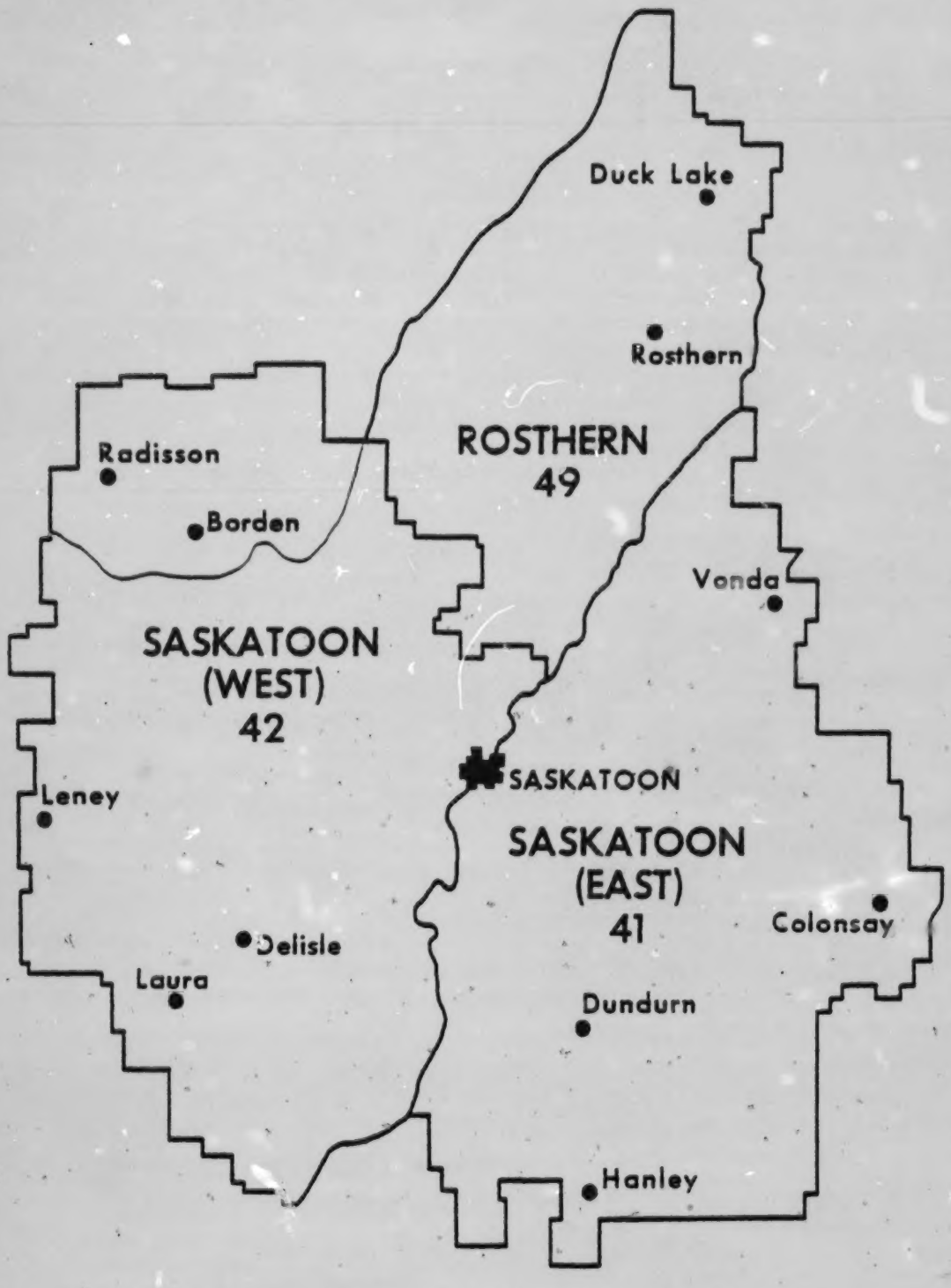


Figure 1 Map of region covered by SRSSP.

in elementary diagnostic teaching techniques for all teachers; (2) a more intensive training—at the senior undergraduate level—for master diagnostic teachers whose training would be based on the education of children with learning and behavior disorders; and (3) a relatively small number of teachers highly specialized in the traditional categorical areas of exceptionality, working as members of interdisciplinary teams.

The teacher preparation program at the University of Saskatchewan was designed along the lines of, and from the same basic philosophy as, the SEECC Report since 1969, and it was therefore deemed propitious to undertake an evaluative study to examine effectiveness of delivering special educational services to exceptional children in schools whose teachers had been prepared through a program such as that recommended by the SEECC Report. Although the SEECC Report did not specifically advocate the utilization of resource teachers, the teacher preparation model is completely compatible, and indeed lends itself to, the employment of resource teachers.

The Saskatoon Region

The Saskatoon Region, for purposes of the present study, includes the Rosthern, Saskatoon East and Saskatoon West school units. These rural school units have a combined total of 7,300 school-aged children who reside on farms or in small towns and villages in the area from the city limits to approximately 50-60 miles in every direction from the city (see Figure 1), i.e., a total area of approximately ten thousand square miles.

Early Initiatives

The Saskatoon Region Special Services Project (SRSSP) represents a rather unique project of co-operative planning on the part of the university and school personnel. It developed out of the needs of both the Institute of Child Guidance at the University of Saskatchewan and the school jurisdictions surrounding Saskatoon. Happily, the needs were compatible and a joint project resulted.

The Institute's Initiative

The Institute of Child Guidance had for some time been searching for a locus for a proposed developmental research project to assess the relevance and effectiveness of its teacher preparation program. A Canada Council grant had been sought and obtained for the purpose of arriving at a research design and carrying out a pilot study. Somewhat later, the then Vice-President Barber approached the Institute with an invitation to submit a proposal to IBM for a more substantial project. By this time the three rural jurisdictions surrounding Saskatoon had discussed their needs with the Institute and an application was put forward to IBM for a developmental research project in a rural area.

The Superintendents' Concerns

In the spring of 1973, the superintendents of school jurisdictions surrounding Saskatoon met to discuss special education services in the region, and in particular to discuss services for severely learning disabled and emotionally disturbed youngsters. In the fall of 1973, Glen Penner, Superintendent of the Saskatoon (East) Unit, chaired a meeting of school superintendents from the Saskatoon Public System, the Saskatoon Catholic System and the three rural units surrounding the city (Saskatoon East, Saskatoon West, Rosthern). In addition to school personnel, staff members from the provincial Department of Education and the Institute of Child Guidance were in attendance. This first meeting struck a sub-committee whose purpose was to investigate the possibility of co-operative special education service among the jurisdictions represented. Alec Postnikoff (Saskatoon West) was nominated chairman and Don Chapman (Saskatoon East) recorder. Other committee members included Joe Zolkavich (Rosthern Unit), John Lewchuk (Saskatoon Catholic System), Bob Sanche and John McLeod (Institute of Child Guidance and Development), Steve Krochak (Department of Education) and Bud Hurlburt (Saskatchewan School Trustees Association). Mrs. M. B. Glennon (Saskatoon Rural Health Region) joined the committee later. Shirley Rawlyk replaced Steve Krochak as provincial Departmental representative in 1975.

In addition, other school personnel including Bob Green, Don Nakoneshny and Glen Penner joined the committee at various stages of its planning.

The Saskatoon Region Special Services Project

So was born the Saskatoon Region Special Services Project (SRSSP), a joint venture of the three rural school units and the University of Saskatchewan with the purpose of developing, implementing and evaluating a system of special educational service delivery which places primary emphasis on the responsibility of the regular school, rather than over-reliance on specialists outside the school.

This is not to imply that the delivery system ignores help from outside the school, but rather that community resource personnel are envisaged as adjunct members of a diagnostic/prescriptive/remedial team whose origin stems from the regular classroom, instead of as an alternative option to whom the buck may be passed.

The SRSSP should not be regarded as a mainstreaming model, if "mainstreaming" is thought of as a mutually exclusive alternative to totally self-contained provision for the educationally exceptional. SRSSP is compatible with an interpretation of mainstreaming which recognizes the right of all children to attend their neighbourhood school and which recognizes that if children are not being educated in a regular class placement in a regular school, there is an onus on the educational authority to show cause as to why alternative educational provision is being made.

Thus, the departure from a traditional model of service delivery was seen as evolutionary rather than revolutionary. It was anticipated that some children who had previously been served by outside agencies on an "out-patient" basis who would now be accommodated totally within the regular school, and some children who had needed long-term help from outside agencies would now be able to be helped for a shorter period, with concurrent and follow-up assistance from within the school.

In view of the congruence between the underlying philosophy of the SRSSP with that espoused by the *SEECC Report* (Standards for Educators of Exceptional Children in Canada, 1971), the operationalization of the SRSSP became known as the "SEECC Project."

The Preschool Project

It is recognized that prevention—or at least, mitigation—of educational handicap is preferable to attempted remediation later, and empirical evidence has accumulated which demonstrates that early intervention can be effective. A further goal of the total project was therefore established to set up a preschool intervention program which would enable parents to teach their own handicapped preschoolers social, self-help and other skills. This goal was perceived as worthwhile in itself, but also had the aim of reducing the number and seriousness of educational problems when the children reached school age.

The school-based project and the preschool project were conceived as complementary methods of bringing effective help to handicapped children, i.e., as elements of a comprehensive program. However, in the interests of descriptive continuity, the body of the present report will be presented in two sections: the first dealing with the school-based project, and the second with the preschool project.

One of the early tasks that had to be faced was to decide upon an evaluation plan. It has been acknowledged (Carter & Wharf, 1973) that for social development projects, the traditional hypothetico-deductive research model is appropriate for demonstration projects, but not for exploratory projects. The reasons for this contention are not difficult to appreciate. In the present case, for instance, a traditional "experimental *versus* control" design would have required a number of unrealistic conditions. For example, within a school jurisdiction, a number of schools should be randomly assigned to a "SEECC treatment group" while the remaining schools, or at least a sample of those schools, should have followed conventional special educational service delivery procedures. Alternatively, a whole school jurisdiction might apply itself to the SEECC model and another comparable school jurisdiction follow the traditional model. However, there would be many other uncontrolled variables in such a plan and it is highly likely that the school jurisdiction following SEECC would be doing so because it wants to do so, while the other school jurisdiction, for whatever reason, would be insufficiently motivated to try the innovation. Hence, the schools who voluntarily undertook SEECC would likely have had a different climate and philosophy *before* experimental conditions were introduced. Even within a single school jurisdiction, it is unrealistic to think that schools could be allocated at random to one or other treatment group.

One of the characteristics of the SEECC model is that all teachers within the system must be appropriately prepared professionally. That is:

(1) every teacher must have had some initial orientation toward the education of handicapped children;

(2) there must be available to all schools a resource teacher with more specialized competencies who can work on consultation with regular class teachers; and

(3) there must be a highly qualified backup team of psycho-educational workers for the more recalcitrant cases.

But once this condition is satisfied, the objection may legitimately be raised that a delivery system based on the "SEECC model" might produce superior results not because of any inherent superiority of SEECC, but simply because the teachers in the experimental group had had more professional training.

In order to overcome this objection, teachers in the control group who would be following traditional service delivery procedures, would have to receive an equal amount of additional professional preparation. What form should this preparation take? If one is committed to a belief that professional preparation which is realistically relevant to the needs of exceptional children in the current social context has got to be along the lines of the SEECC teacher preparation model, there would be an obligation to ensure that the control group received similar preparation. It then

becomes unreasonable to expect that teachers in this nominal control group would continue to refer children to outside agencies as they had done before; in other words, these would no longer be a true control group.

On the other hand, it is difficult to contemplate how these teachers could receive additional training which is professional, but not relevant. One integral subsidiary goal of any inservice preparation of teachers who are to be part of the SEECC model is to generate enthusiasm for what promises to be an exciting new challenge. How is this to be accomplished by in-service preparation for control group teachers who are to follow procedures that have been in operation for thirty years? It is analogous to the attempts during the development of the Pitman i.t.a. reading experiments in the United Kingdom, when "control group" teachers were taken on weekend retreats and allegedly worked up into a state of enthusiasm for the reading primers that they had been using for two decades or more.

Descriptions of schools or of school jurisdictions where a SEECC-based educational delivery model is being used successfully could be compared with data from other schools that are traditionally-orientated. However, many of the questions that would be used in an evaluative examination of a SEECC-school would simply not be applicable in other schools. For instance, how can professional collaboration between class teachers and resource teacher be examined in a school that has no resource teacher? How does one discuss the activities of a resource teacher in a regular classroom when the "resource teacher" is simply a remedial reading specialist who works in her "resource room" with the same group of children at the same set times, week in, week out?

MacMillan and Semmel (1977) recognize the problems of a simple between-groups design even with the relatively straightforward task of comparing the effectiveness of teaching a group of EMR students in a special class with that of regular class placement of children of similar IQ. As these authors point out:

> The between-groups design only allows you to say that the combination of factors which collectively constitute a regular class results in superior or inferior achievement when compared to the combination that constitutes a special class. Moreover, the subtle factors (e.g. how good a given special class teacher is) are probably more important than all the factors listed previously, and the effectiveness of the teacher varies considerably from one EMR class to another.

Attempts to contrive adequate research design can, as Reid (1979) has put it, "only confirm the worst fears of teachers about the naivety and irrelevance of much of what passes as research in education. . . . The researcher's 'anomalies' are the teacher's realities" (p. 172). Reid further observes, and experience during the present project tends to confirm, that "[teachers] know, as the researchers apparently do not, that how well a particular form of organization works in practice is a function of the extent to which those who have to implement it are in sympathy with it."

Evaluation in education is, according to the California State Department of Education,

> the process of agreeing to, describing, measuring, reporting, and judging those elements in education which affect management decisions on program improvement at pupil, local, state, and federal levels,

and its purpose is "to improve, not to prove or to reprimand" (op. cit., p. 3).

Tizard (1972) sees value in feasibility studies, *not* because they show how something should be done in general, but because they show that something *can* be done and because they provide a source of ideas and are of incalculable value in providing models for others to copy, to draw upon and to adapt.

When it comes to the actual evaluation process itself, a distinction has been made between "summative" and "formative" evaluation (e.g. Carter & Wharf, 1973, p. 33). Summative evaluation seeks to compare measurable terminal outcomes of different programs through some more or less complex adaptation of the between-groups design.

Studies of a summative type have been subject to close scrutiny, and generally been found wanting in relation to evaluation of administrative models. MacMillan and Semmel conclude that, especially in view of the newness of mainstreaming programs, it is advisable to study the process of mainstreaming in the early stages and to direct evaluation efforts at understanding those components that are working well. In other words, they emphasize formative evaluation.

Carter and Wharf (1973) also question the wisdom of attempting summative evaluation

> of programs in which it is simply not possible to achieve a meaningful "end product" or outcome evaluation. It is particularly inappropriate in the initial stages when programs are most likely to exhibit rather markedly unstable characteristics. (p. 55)

They further observe that there has been a hesitancy for social programs to incorporate cost-benefit analyses in evaluation procedures "due at least in part to the fact that social programs have their main justification not in monetary terms but in terms of human and social values." Carter and Wharf recognize "social research techniques" of evaluation, which they define as

> procedures which exclude cost considerations and which are used for developing, modifying and expanding knowledge about the program which can be communicated and verified by independent investigators: experiment, survey and case study.

This definition forms the basis of the evaluative procedures developed in the present project. Where classic experimental design was possible and

appropriate, for example in assessing the attitudinal effects on teachers of inservice training or the perceptions of school principals of the SEECC service delivery model in action, they were used. Survey techniques were employed in order to obtain accurate facts about the actual and perceived incidence of educational handicaps. The case study approach was employed to provide detailed description of aspects of the project where there was difficulty in specifying objectives, for example in describing and getting a feel for the climate in schools which were effectively implementing the concept of the "full-service school."

Stufflebeam et al. (1971) have developed a model of formative evaluation to assess educational change which can be applied to mainstreaming and related programs and which identifies four necessary components of any effective comprehensive evaluation, which form a useful structure for the analysis of developments in the present project. They are:

1) Context evaluation.

2) Input evaluation.

3) Process evaluation.

4) Product evaluation.

The purpose of context evaluation is to provide a rationale for determination of objectives; i.e., the generation of objectives which, when met will result in the improvement of the program. It is necessary to have a reasonably clear, priorized set of objectives from the outset, if only to resolve what might otherwise prove to be conflicting contradictory results further along the line. For example, it would be desirable to provide a model which services a maximum number of children at minimum cost, which increases their academic achievements and their emotional self-concepts and adjustment and which is satisfying and acceptable to administrators, principals, teachers and parents. Priorized objectives are necessary for later evaluation of data which indicates perhaps improved achievement for large numbers of children but at a relatively high cost and with some evidence of attendant feelings of insecurity and emotional maladjustment, in a system which is acceptable to teachers, attractive to administrators but unpopular with parents.

The objective of input evaluation is to determine how resources can be most efficiently deployed in order to achieve the goals of the program. In other words, local resources must be reviewed so that the school district's capability to accomplish program goals can be assessed. "Local resources" refer to both human and material resources and, as far as human resources are concerned, an assessment must be made not only of teaching competencies but also of whether teachers possess necessary skills and attitudes appropriate to effect positive changes in students' attitudes and self-concepts. Input evaluation is, in effect, synonymous with systematic preparation and planning, and covers hiring techniques, plans for inservice of existing teachers, and deployment of specialist personnel,

as well as resources in the form of training facilities, and finances.

According to Stufflebeam (1971) there are three major objectives of process evaluation, which is initiated when the program is being implemented:

1) to identify defects in implementation;

2) to provide needed information to decision-makers; and

3) to provide an on-going record of the procedure as it occurs.

The on-going record of what actually happened is important if only because it might help an evaluator avoid attributing success or failure of specific aspects of the procedures to elements in the planning model which were never really implemented.

Product evaluation is concerned with the assessment and evaluation of outcomes both during and at the end of the project, for the most part by establishing criteria and by determining whether the program is achieving these objectives.

Stake (1967) identified somewhat similar dimensions to those of the Stufflebeam model in analyzing the process of educational evaluation; he recognizes *antecedents, transactions* and *outcome data*. Stake defined antecedents as any prior existing conditions which might relate to outcomes; these correspond to the context evaluation referred to by Stufflebeam. Stufflebeam's input and process evaluations parallel the "transactions" of the Stake model, which Stake described as "the succession of engagements which comprise the process of education." Stake's final phase of outcome data "include measurement of the impact of instruction on teachers, administrators, counselors and others," and is clearly analogous to Stufflebeam's "product evaluation."

Tizard (1972), in reviewing criteria for studies into the delivery of alternate forms of service for the mentally retarded, identified three desirable constituent elements; which cover essentially the same factors as do Stufflebeam's stages:

1) Study of epidemiology.

2) Study of the quality of care.

3) Adaptation and extension of ideas from earlier quality projects.

Implications for the present project

In the planning stage of the present project, considerable attention was paid to evaluative procedures of the "between-groups" type. The sparse literature on special educational program evaluation was reviewed, consultative visits were made to Texas to discuss that State's "Plan A" and its federal PRIME evaluation; to the CEMREL project in St. Louis,

Missouri; to the Portage Project in Portage, Wisconsin; to Buffalo, New York, for discussions with Roger Reger about resource teachers and to observe the educational services provided by co-operating school units; and to various educational agencies in Alberta.

The reservations that had been variously expressed (California State, Carter & Wharf, MacMillan & Semmel, Stake, Stufflebeam, Tizard) about the value, validity or indeed the feasibility of a "between-groups" type of evaluation were reinforced and confirmed (McLeod, 1977) and a deliberate decision was made that evaluation would not seek simply to isolate specific quantitative measures which would lend themselves to comparative statistical analysis, but rather that the project would plan and set up a defined pattern of special educational services, the evaluation of which would consist of a systematic attempt to observe and assess its merits and deficiencies.

Scrivens (1967) has alleged that educational evaluators pass up the responsibility of addressing themselves to the merits of educational practices, and Stake (1967) observed that any substance in Scriven's allegations is to some extent excusable because if judgement were to supplant objective assessment, there is reason to believe that "social science and behavioral research will become more suspect than it already is" (p. 527). Yet Stake believes that "both description and judgement are essential—in fact they are the two basic acts of evaluation" (p. 525) and he further contends that the opinions of identified, knowledgeable groups should be systematically gathered and processed and that these subjective opinions, if gathered objectively, can be extremely useful.

The preschool project did not present the same basic problems of evaluation as did the school-based project. While selecting a control group of preschoolers was considered to be impractical and unethical, the proposed intervention program had clearly defined objectives of improving individual rates of the children's development and of raising parent morale, so that relatively straightforward quantitative measures of progress could be obtained and, by using the children as their own controls, the significance of any changes could be estimated.

Evaluation of the school-based project operationalized

Following the Stufflebeam model of formative evaluation, it was possible to conceptualize the school-based project under the four headings of context, input, process and product evaluation, and to analyze each of these stages into constituent elements. The body of the present report will follow the format of this analysis, and is summarized below.

Context

The "givens" or basic building blocks of the school-based project consisted of:

a) The needs of the community to be served, as interpreted by the superintendents of the school units involved.

These perceived needs were determined by assumptions and priorities and expressed as specific objectives.

b) The "SEECC Model."
Once the superintendents had defined their goals and opted for a means of achieving the goals by means of a delivery model that emphasized the role of the regular class teacher and the resource teacher, the appropriateness and relevance of the *SEECC Report* became apparent.

c) The teacher preparation program of the University of Saskatchewan for teachers of exceptional children.
If the teachers in the three units were to receive professional preparation along the lines proposed by the *SEECC Report*, then the program at the University of Saskatchewan, where the vast majority would have been trained, or would require to receive further training, assumed particular significance.

d) The resource teacher, who was to play a key role in the program to be developed.

Input

It will be recalled that input evaluation addresses itself to an examination of local resources and is essentially the planning stage of the project. The elements of the input evaluation were seen as:

a) Baseline data. Assessment of services which were being provided, estimates of the numbers of children requiring services, qualifications of teachers.

b) A review of recent relevant research, particularly local research, with particular reference to the preparation of measuring instruments that might be needed during the process or product evaluation stages.

Process

It is necessary at this point to anticipate some of the decisions which resulted from deliberations and discussions that had taken place during the planning stage. Moreover, in practice, the Input and Process stages did not fall neatly into totally distinct and separate sectors along a time sequence, but overlapped to some extent. For example, it was clear at the outset of planning meetings that more teachers with particular psycho-educational diagnostic competences would be needed and therefore hiring practices in the school units were shaped, and some teachers already in employment were encouraged to take particular university classes in advance of the formal launching of the Process stage. Activities that can be wholly or primarily identified with the Process stage include:

a) Inservice training of teachers. For all teachers teaching K-6 in the three school units, inservice training was provided either for

university credit or on a non-credit basis. Inservice was also developed for resource teachers.

b) A Learning Assistance Centre (LAC) was planned and established for students who required more intensive and extended diagnosis than it was possible to receive in the regular school from the resource teacher and the class teacher.

c) Communication was established with all participating schools and administrators (and with interested colleagues further afield) through the *SEECC Chronicle*, an occasional informal publication which appeared seven times during the life of the project.

Product

The principal purpose of the SRSSP was to implement a model of delivery of special educational services that espoused the full-service school concept, i.e., which emphasized the role of the regular school and its staff. To evaluate the product, therefore, was essentially to monitor the perceptions, both directly and indirectly, of persons who were involved in and affected by the arrangements: superintendents, principals, resource teachers, regular teachers, parents and children themselves. Specific inquiries designed to build up an evaluative picture were carried out:

a) Teachers' judgements as to where children exhibiting symptoms of various exceptionalities should be educated (e.g. in a regular class, special school, etc.), were compared before and after inservice training.

b) Teachers' pattern of student referrals was compared at the outset of the project and after the project had been firmly established.

c) A study was undertaken to analyze the characteristics of a resource teacher which were particularly appreciated by regular class teachers.

d) School principals' hopes, expectations, reservations were solicited before the project got under way and compared with their later observations based on two years' experience of the plan in action.

e) A comprehensive assessment of the implementation of the project was made by superintendents.

f) The progress in basic school subjects was assessed, of children who had attended the LAC, as well as the development of their self concept. Opinions and evaluations were also obtained from parents and teachers of children who had attended the Learning Assistance Centre for extended diagnosis.

g) An attempt was made to gain insight into the climate within schools that were recognized as having been relatively successful in implementing the SEECC model, and into the climate within schools that had perhaps not been as successful.

It is to Stake's (1967) model that we must turn for the final overview, or integrated evaluation. Stake envisaged two parallel lines of progress (Figure 2). The final stage of the sequence of intentions refers to "intended outcomes" while the final stage of the sequence of observations consists of "observed outcomes." It is the congruence between these two stages which forms the basis of overall evaluation of how successful was the implementation of intentions—or of how appropriate were the original intentions—and it is to this question that the final segment of the present report will address itself.

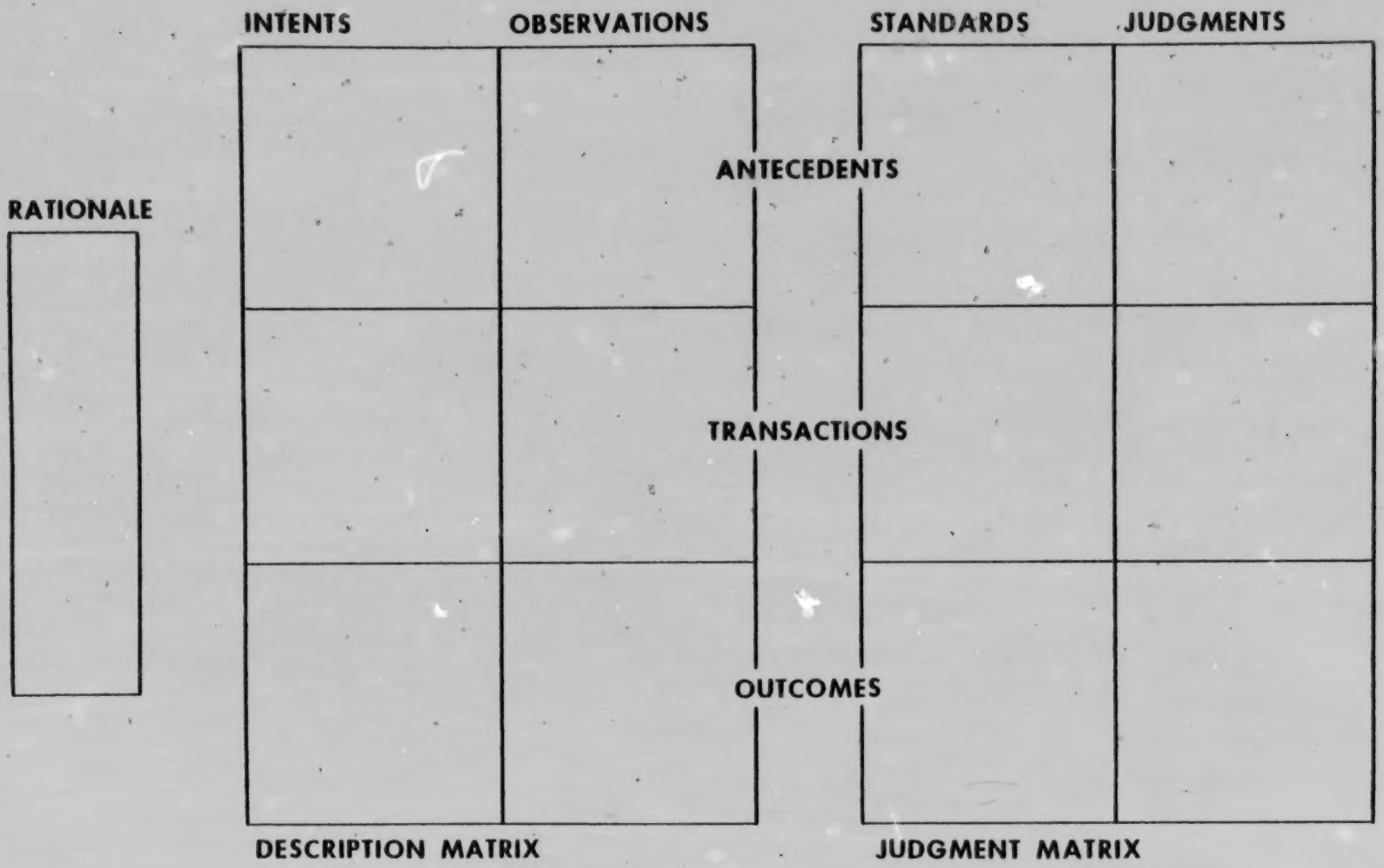


Figure 2 Stake's conceptual framework for program evaluation.

CONTEXT

(a) Status of the school units, 1972

The three participating rural jurisdictions undertook a survey in their school systems to indicate:

1) special education services already existing in the schools;

2) additional service requirements (in terms of children needing additional service);

3) qualifications of teachers in special education;

4) number and qualifications of resource teachers; and

5) materials, resources, print and hardware.

The following information summarizes the children served in the Saskatoon East, Saskatoon West and Rosthern School Units in the fall of 1973.

Total enrolment	7,350
Total students served by resource teachers	527
Total in segregated classrooms	138
Total resident students transferred for special services	41
Total students presently not receiving needed services	161

(This indicates a total of 867 students or 11.8% of the student population requiring special programs.)

Table I indicates the level of specialized special education training teachers had in the three school jurisdictions in the fall of 1973. This shows that 80.4% of the teachers in Divisions I and II had no specialized training, 14.8% of the teachers in the three units had stage I training, 4.2% were prepared to the stage 2 level and one teacher (or .5%) was prepared to stage 3 of the SEECC model (stage 1 defined as ½ class in the area of education of exceptional children, stage 2, as a 4 class major and stage 3 as a master's degree or its equivalent).

The survey of qualifications of the 13.5 resource teachers showed that 5, or 37%, had been prepared to stage 2 of the model.

A detailed listing of materials available in the units was compiled. This listing was then compared with the suggested materials list for a resource room which had been compiled by the Institute of Child Guidance and Development.

Table I

Numbers of Divisions I and II Teachers by Level of Special Education Training

School Unit	No. Sp. Ed. Training	Stage One	Stage Two	Stage Three	Totals
Rosthern	63.5	13	4	1	81.5
Saskatoon East	36	11	4	0	51
Saskatoon West	52	4	0	0	56
Totals	151.3	28	8	1	188.5
(%)	80.3	14.9	4.2	0.5	100.0

As well as gathering the above information, the units collated information on the total numbers of exceptional children in the jurisdictions as well as the numbers of exceptional children for whom service was being purchased. This information is summarized in Tables II and III.

Table II shows up the need for accurate designation of handicapping condition. There is a considerable discrepancy between the numbers identified and the estimate of prevalence in the school units.

Principles

Although the original impetus for co-operative service had involved only those children who needed specialized intensive educational treatment, the committee soon became convinced that the overriding need was to establish a comprehensive plan for delivery of special education in the three rural jurisdictions. With this goal in mind, the committee formulated a set of principles which would guide it in the planning phase of evolving a regional service delivery system. They are listed below and are not in any order of perceived priority.

1) Special services for children should be delivered as close to the local community as possible in order to maintain the integrity of the family.

2) Emphasis be given to community based rather than institutional service units, when a choice is possible.

3) Co-operation and communication between home and school will enhance the changes that special services will be effective with handicapped children.

Table II

Estimated and Identified Numbers of Exceptional Children in Rosthern, Saskatoon East and Saskatoon West School Units

Area of Exceptionality	Estimate of Prevalence (%)	Rosthern		Saskatoon East		Saskatoon West	
		Est.*	Iden.**	Est.	Iden.	Est.	Iden.
Deaf	0.08	2	0	2	0	2	0
Hard of hearing	0.50	15	2	10	2	11	0
Blind	0.03	1	0	1	1	1	1
Partially sighted	0.06	2	0	1	0	1	0
Crippled and other health impaired	0.50	15	0	10	1	11	3
Emotionally disturbed, socially maladjusted	2.00	60	45	42	5	45	7
Educable mentally retarded	2.14	64	99	45	28	48	17
Trainable mentally retarded	0.13	4	9	3	5	3	8
Specific learning disability	1.00	30	101	21	5	22	3
Speech handicap	3.50	105	0	73	0	79	0
Gifted	2.00	60	0	42	0	45	0
Totals:	11.94	358	256	250	45	268	39

*Estimated
**Identified

Table III

Numbers of Exceptional Children Served by School Units and by Saskatoon City School Systems

Area of Exceptionality	ROSTHERN children served by		SASKATOON (East) children served by		SASKATOON (West) children served by	
	Sch. Unit	Saskatoon	Sch. Unit	Saskatoon	Sch. Unit	Saskatoon
Deaf	0	0	0	0	0	0
Hard of Hearing	0	2	0	2	0	0
Blind	0	0	1	0	1	0
Partially sighted	0	0	0	0	0	0
Crippled and other health impaired	0	0	0	1	2	1
Emotionally disturbed, socially maladjusted	42	3	4	1	6	1
Educable mentally retarded	96	3	17	11	13	4
Trainable mentally retarded	2	7	0	5	4	5
Specific learning disability	101	0	4	1	3	0
Speech handicap	0	0	0	0	0	0
Gifted	0	0	0	0	0	0
Totals:	241	15	26	21	29	11

4) When busing is necessary, it should be the general rule that no handicapped child be asked to travel longer than one hour each way to and from educational services.

5) Weekly boarding of handicapped children be considered only for children over 12 years of age.

6) Every special placement should be considered temporary and placements should be reviewed frequently in order to determine their continued appropriateness.

7) Parents should be given the right to decide about proposed special placements before they become final.

8) Every special placement should be reviewed at least once every two years.

9) Parents' right of appeal and procedures for appeal of their child's placement should be publicly specified.

10) Costs of services can be reduced when a number of jurisdictions planning, staff and facilities are shared.

11) Adequately trained human resources and adequate material resources are necessary prerequisites to adequate provision of special services.

12) Any comprehensive service delivery system should be phased in so that the parties to the system can plan, budget and staff effectively.

13) All grants (provincial or other) on behalf of services for children should be made to the responsible school board which should contract for services on behalf of the child.

14) All teachers hired after the initiation of the joint service delivery system should have the necessary minimum specialized professional preparation in order to meet the requirements of the SEECC model.

15) Existing community services should be used and integrated into regional joint service delivery plans.

16) Stage III services should be the joint responsibility of the co-operating boards.

Objectives

On the basis of these principles, the committee articulated a series of objectives. These objectives were agreed upon prior to the selection of a service delivery model.

1) To increase the pupil base in order to provide for more effective and efficient planning for special services. A total of approximately 7,500

students in the rural jurisdictions and 8,300 students in the Saskatoon Catholic Schools appeared to constitute a large enough student base on which to begin.

2) To increase the efficiency of staff utilization by delivering some services within the regular schools and by sharing the expense of more costly diagnostic and remedial (Stage III) staff.

3) To reduce the cost of special services per pupil to a minimum.

4) To identify and exploit to a maximum the existing regional Health, Education and Social Services as well as non-governmental public and private agencies.

5) To emphasize community-based rather than institutional services for handicapped children.

6) To assure that special services for children are delivered as close to the local community as possible.

7) To provide a broader teacher base on which to plan and deliver inservice training.

Planning for implementation

Knowing the needs of the jurisdictions, and with the set of objectives in mind, committee members began a survey of existing delivery systems in North America which could yield useful information in further planning for development of services in the Saskatoon region. Committee members from the University Institute of Child Guidance and Development visited centres in the United States—specifically Buffalo, New York; Portage, Wisconsin; St. Louis, Missouri; Urbana, Illinois; and Austin, Texas. Other committee members visited centres in Western Canada—Vancouver, Calgary, Edmonton and Red Deer.

Following this series of visits the committee reached a decision to adopt the SEECC Model of service delivery on the regional basis. The Saskatoon Catholic System decided to join the three rural units in implementing Stage III of the model.

Priorities

With a view to introducing and establishing the SEECC Model, the planning committee set the following priorities in the form of recommendations to the participating school boards.

1) Priority to be given to the establishment of Stage III diagnostic and remedial services for more severely handicapped children, such as the emotionally disturbed and the severely learning disabled.

2) A Stage III diagnostic and remedial centre to be jointly planned, funded and staffed by the three school units and the urban school boards and the Institute of Child Guidance and Development to be asked to participate in its planning and implementation.

3) The three school units jointly to plan to raise the professional preparation of every Division I and Division II teacher to the Stage I level. Teachers in Divisions III and IV to receive this preparation later.

4) Pre-service training to the Stage I level to be required of all newly hired teachers and that Stage I preparation be provided for existing staff via inservice sessions, evening classes or Saturday classes.

5) Because of the vital role they play in implementing the new approach to service delivery, principals of schools to be given special orientation sessions.

6) All newly hired resource or special class teachers to be qualified to the Stage II level and that those teachers presently employed in these roles to be encouraged to acquire Stage II preparation through bursary support.

7) Procedures for designating handicapped children in the three school units to be re-examined and that common procedures developed for screening and identifying children.

8) The implementation of the SEECC Model be carefully documented so that it is possible to determine objectively its effectiveness for service delivery.

9) The consultative role of resource teachers to be emphasized, in addition to their established role of diagnostic remedial teachers.

10) Other support agencies such as the Saskatoon Rural Health Region, MacNeill Clinic, Alvin Buckwold Mental Retardation Unit, Core Services, etc., to be informed of the joint special education services venture and suggestions from these be received and considered.

The boards of the co-operating school jurisdictions approved the co-operative venture in principle and authorized administrative personnel to proceed with planning.

(b) The SEECC Model

The SEECC Model was developed in 1971-72 by a group of Canadian educators brought together by the Council for Exceptional Children in Canada. Though the original task was to formulate standards for the preparation of teachers of exceptional children (SEECC is an acronym for "Standards for Educators of Exceptional Children in Canada), it became inevitable that the committee extend its attention to the questions of teacher placement and utilization. The model which finally emerged is three-dimensional (see

Figure 3) which embraces and rationalizes teacher preparation, placement and utilization in programs of service for exceptional children.

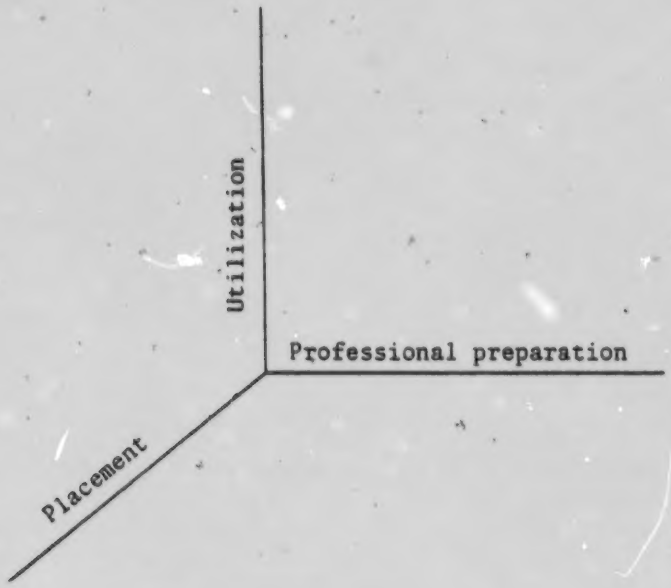


Figure 3. Dimensions of the SEECC Model

There are three stages to the SEECC Model, and reflect the fact that the task of providing services to exceptional children is the responsibility of the whole school staff and of some community agencies. Starting from children's needs, which are translated into teacher tasks, the model presents relevant competencies which are required at each stage or level in the service delivery hierarchy and the report recommends the required professional preparation.

Under the model, Stage I preparation calls for a half to 1½ class orientation to exceptional children for all regular class teachers. Stage I services involve diagnostic teaching of mildly handicapped children by regular class teachers, who should have an understanding of the characteristics and learning styles of exceptional children. They should also have some knowledge of specialized teaching materials and of available resource persons and referral agencies.

Stage II preparation represents the equivalent of a senior undergraduate major in the education of exceptional children in the Bachelor of Education degree, with emphasis on psycho-educational diagnostic and prescriptive teaching competencies. Stage II teachers, as consultants to regular class teachers, provide immediately available backup services.

Stage III preparation calls for postgraduate training to the Master's level in some area of exceptionality—psychology, social work, speech pathology, etc. Persons trained to this level would work with moderately and severely handicapped children in school, clinical or institutionalized settings.

Table IV

The Three Stages of the SEECC Model

Stage	Education	Placement	Utilization
I	Normal psychology and development. Recognition of exceptional children. Orientation to diagnostic teaching.	Regular classroom	Diagnostic teaching to marginally exceptional children. Collaboration with consultants.
II	Deeper educational diagnosis. Orientation to an area of exceptionality.	Resource room, special class or itinerant.	Master diagnostic teacher. Consultant to regular class teacher.
III	Specialization in an area of exceptionality.	Specialist institution or interdisciplinary clinic.	Specialist teacher in interdisciplinary team.

(c) The University of Saskatchewan program of preparation for teachers of exceptional children

The undergraduate and the graduate programs in the Education of Exceptional Children at the University of Saskatchewan are compatible with the recommendations of the SEECC Report. A three semester hour class (EDEXC 250A/B) has been available for all teachers as part of their preservice training for several years. From 1979, it will be compulsory for all students to take a class in the Education of Exceptional Children (EDEXC) but, even as an elective, it is estimated that by 1977, approximately 90% of all B.Ed. Elementary students were opting for EDEXC 250A/B. Prospective teachers of exceptional children then move into the senior undergraduate major in EDEXC, the nucleus classes of which are designed to impart competencies in diagnostic testing (EDEXC 450) and prescriptive teaching (EDEXC 458) which, though essentially practical in content, are

taught with the idea of transferability to different teaching contexts—not excluding the teaching of normal children. Senior undergraduates majoring in EDEXC are expected to take a senior elective class to direct their competences toward the education of mentally retarded children (EDEXC 459A/B and EDEXC 460A/B), children with language and learning disabilities (EDEXC 462A and 463B), the socially and emotionally maladjusted (EDEXC 465A and 466B) or hearing impaired children, in which area several electives are necessary.

Prior to, or concurrent with, the nucleus classes, students are helped to acquire a broader perspective, either through classes which survey the whole spectrum of special education (EDEXC 348A/B and 349A/B) or, particularly for students intending to specialize in learning disabilities, through an introduction to speech and language development and pathology (EDEXC 357A and 358B).

More intensive practice of competencies which have been developed as a result of EDEXC major classes during the regular session, is obtained in the Intersession following, generally in a resource teacher type of placement (EDEXC 585) in a regular school.

The rationale of the University of Saskatchewan program and its compatibility with the SEECC Model are illustrated in Figures 4 and 5. Figure 4 is taken from the SEECC Report and shows the three proposed stages of teacher preparation. Figure 5 represents the program of the University of Saskatchewan in diagrammatic form.

(d) The resource teacher

The resource room concept dates back many years, but interest has grown rapidly recently. Basically, it represents an instructional arrangement in which handicapped or gifted children spend the major part of the school day in the regular classroom but for whom additional programs are set up within the resource room.

There are two main types of resource rooms: the categorical resource room and the non-categorical resource room. The categorical resource room is equipped for the specific needs of a particular category of exceptional children such as the visually impaired, the educable mentally retarded, etc. The non-categorical resource room accommodates children with varying special needs for instructional remediation.

The term "non-categorical" (Hammill & Wiederholt, 1972) can best be understood by contrasting its implications with those arising from the establishment of "categorical" resource rooms. Educational handicaps have traditionally been "categorized" and therefore a teacher trained to deal with, say, the mentally handicapped, the deaf, the learning disabled or the emotionally disturbed, could be thought of as a categorical resource teacher. So, "non-categorical" resource teacher in a regular school, suggests a generalist in special education with whom regular class teachers can consult as a professional colleague on the spot, without having to

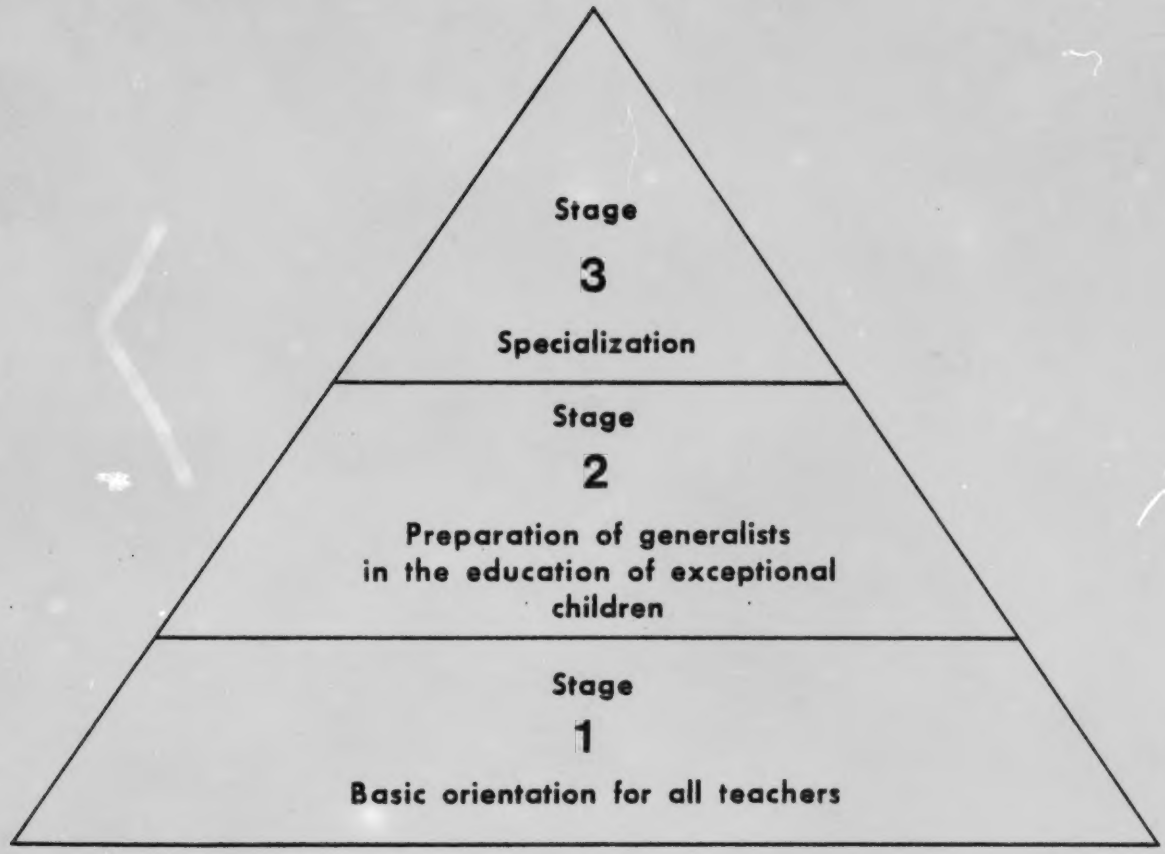
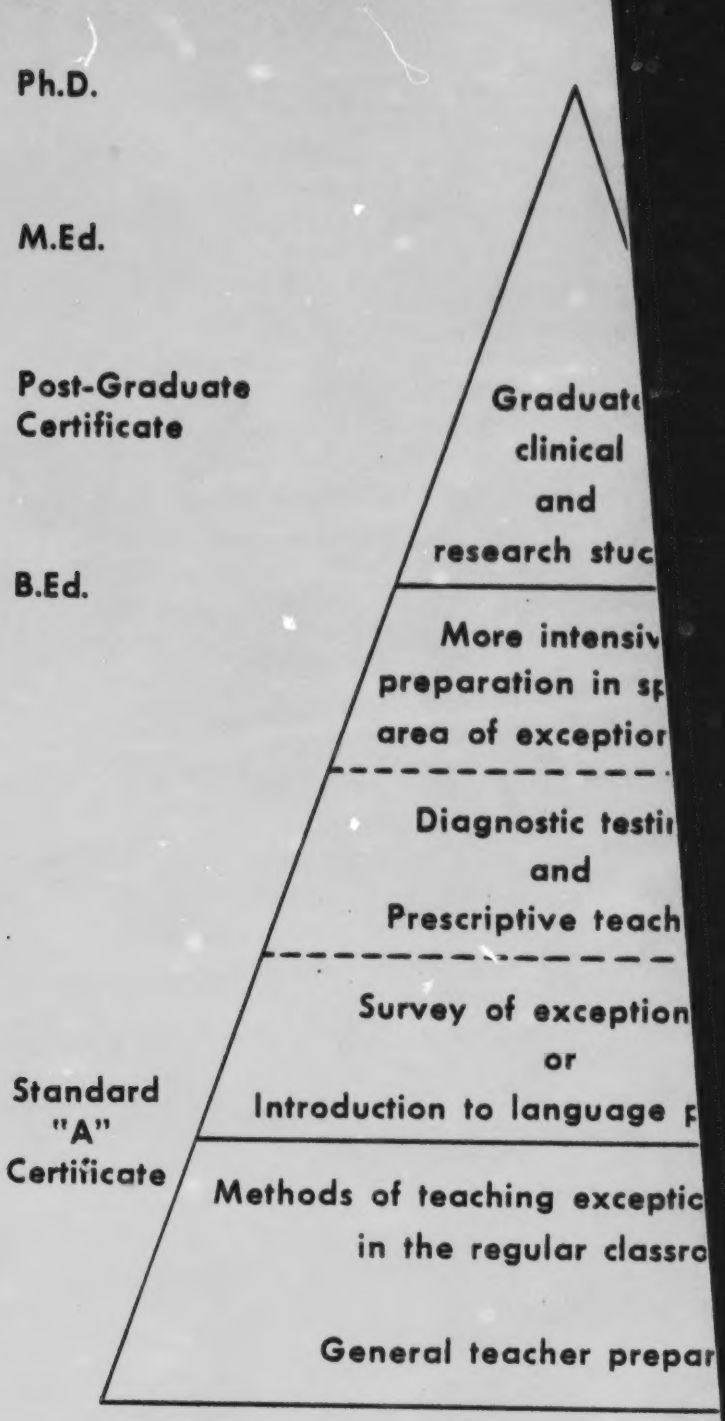


Figure 4 SEECC report illustration of teacher preparation model.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decide under which categorical label a child has to be placed before s/he may receive attention. If a child is hard to teach or if a class teacher has a situation which calls for a second opinion or for more specialized diagnostic, corrective or remedial measures than she feels she can command, then that child is a legitimate referral to the resource teacher.

There is a number of advantages to the non-categorical approach. It avoids wasting a good deal of time taken to decide into which, if any, specific category the child (whom everybody agrees needs help) fits. It also tends to decrease any stigma which often attaches to special classes, without sacrificing the individual attention given to the child. In terms of physical arrangement, there is an economy of space since a single non-categorical resource room can replace several categorical resource rooms, which might be spread out over several schools, necessitating transportation of children outside their own school district. Further, there is an economy of labour, since it has been shown (Hammill & Wiederholt, 1972) that a non-categorical resource teacher can provide services to many more children than under a categorical system. In smaller schools particularly, the non-categorical approach seems to indicate that more children can be served economically.

Special educators have been particularly sensitive to the idea of segregating exceptional children for special educational treatment since Dunn (1968) raised questions about the effectiveness of self-contained classes (and about teachers' motives for favouring self-contained classes). There is some justification for the fear that the resource room, categorical or non-categorical, might become the latest euphemism for "dumping ground," succeeding such predecessors as "special class," "opportunity class," "activity class," "adjustment class," etc. etc. It is therefore necessary to distinguish, and emphasize, the role of the resource *teacher* rather than the resource room. Of course, the resource teacher will need a room in which to store her equipment and in which she can tutor children individually or in small groups, but her responsibilities extend over a much wider spectrum. A summary of possible resource teacher involvement, with children requiring special help, is illustrated in Table V. It can be seen that the resource teacher might be indirectly concerned with the teaching of a particular child, through consultation with the class teacher who would retain total responsibility for teaching the child. On the other hand, there are various stages of direct involvement by the resource teacher, in which class teacher and resource teacher would each have direct contact with the child.

Table V

Possible Resource Teacher Involvement with Children Requiring Special Help

Involvement of Resource Teacher	Level	Description of Involvement
Indirect	1	Consultation and observation.
	2	Supplying formal and informal test materials.
	3	Supplying instructional resources.
Direct	1	Tutorial in regular class. Resource teacher helps the child within the classroom with some specific task.
	2	Resource room (occasional). Student attends resource room for help on a specific task for a limited period.
	3	Contracted services. Resource teacher briefs or trains tutor (aide, post-secondary student, volunteer), to help student for prescribed period on prescribed task.
	4	Resource room regular. Daily, one or possibly two periods per day up to six weeks.
	5	Resource room regular. Daily, two to four periods per day. Six weeks or more.
	6	Referral to community agency.

CHAPTER S 4

INPUT

(a) Needs and Resources, 1975

At the outset of the project, it was necessary to establish a firm idea of the needs and resources of the region. A survey was therefore undertaken to estimate the number of children requiring special educational treatment, and to gain an idea of the professional resources that were available in the region.

In September 1975, therefore, all Divisions I and II teachers in Rosthern, Saskatoon East and Saskatoon West school units were asked to complete a set of forms. The set included: a *Personal Data Sheet*, designed to obtain information concerning the age, experience and educational background of teachers (see Figure 7); a *Pupil Problem Perception (Form A)*, designed to obtain a description of each child referred during the 1974-75 school year by the teacher for special help, information on the type, speed, and perceived usefulness of each referral, and self-ratings on the confidence and success which the teacher had experienced in working with each child (see Figure 7); a somewhat similar *Form B* was also completed in respect of children identified by the teacher as needing special help but not referred. The data gathered with the aid of these forms served two purposes: (1) the acquisition of factual information about available professional resources and perceived needs, and (2) the establishment of baseline information relevant to teachers' attitudes and feelings of confidence in teaching exceptional children.

A total of 172 teachers (73 from Rosthern School Unit, 47 from Saskatoon East and 52 from Saskatoon West), returned the completed forms. The data relating to teachers' attitudes are included later in the report. At this point, only the summary descriptive data are presented in two sections, the first being a summary of teacher characteristics and the second a summary of characteristics of identified exceptional children.

Characteristics of teachers

Table VI contains a summary of the information obtained on the Personal Data Sheets for all three school units. The table indicates that the largest proportion (46.6%) of teachers were 29 years of age or under and that the numbers of teachers decreased with increasing age. There was a fairly equal spread of years of teaching experience. The largest minority of teachers (34.5%) had two years of teacher training, though a substantial number had three (21.3%) or four years (24.1%). Sixty-nine percent had no specific preparation for the education of exceptional children while 24.1% had received Stage I training. Twenty-one percent had completed psychology courses and 24.1 had completed remedial reading courses.

Tables VII, VIII and IX present the same information for each of the three individual units. Though, overall, teachers in the three units

Figure 6. Personal Data Sheet

Instructions

The present form is intended only to obtain general background information with reference to respondents. Please DO NOT sign your name on the form. We prefer that your responses remain confidential.

1. To what age group do you belong?

   ___ 29 or under ___30-39 ___40-49 ___50-59 ___ 60+

2. How many years of teaching experience do you have (10 months equal 1 year)?

   ____0 years ____4-6 years ____11-19 years

   ____1-3 years ____7-10 years ____20+ years

3. Please circle the total number of full years of post-secondary education you have completed.

   1 2 3 4 5 6 7 or more

4. Please list the 200 level and above university classes you have completed in:

Psychology/Ed. Psych.	Special Education	Remedial Reading
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

5. In what school system did you teach last year?

   ____Rosthern ____Saskatoon East ____Saskatoon West

   ____Other (Please state) _____

Figure 7. Pupil Problem Perception Form A: Children Referred for Special Help

Instructions

The present form is designed to obtain information on children referred by you during the last year to resource teachers, school psychologists, speech therapists, etc., for help. For each child you referred, please complete a description, filling in the blanks and circling the appropriate letters according to the following key.

Key

PROBLEM AREA (N.B. More than one item may be circled for an individual child.):

(a) = Learning Problem—a specific educational problem such as inability to read, spell, write or do mathematics
(b) = Behavior Problem—frequent inappropriate behaviors in the classroom, or abnormal emotional state.
(c) = Speech Problem—poor articulation or immature speech
(d) = Vision Problem
(e) = Hearing Problem
(f) = Special Medical Problem—e.g., orthopedic problem, asthma
(g) = Cultural—e.g., English as second language
(h) = Gifted

SEVERITY:

(a) mild; (b) moderate; (c) severe; (d) extremely severe.

REFERRED TO:

(a) resource teacher; (b) school nurse; (c) psychologist; (d) speech therapist; (e) other.

INTERVAL UNTIL CHILD RECEIVED SERVICE FROM PERSON TO WHOM REFERRED:

(a) 1 day or less; (b) 2-5 days; (c) 6-20 days; (d) more than 20 days.

VALUE OF REFERRAL:

(a) not at all helpful; (b) somewhat helpful; (c) very helpful

YOUR CONFIDENCE IN WORKING WITH THE CHILD:

(a) not at all confident; (b) somewhat confident; (c) absolutely confident

YOUR SUCCESS IN WORKING WITH THE CHILD:

(a) completely unsuccessful; (b) somewhat unsuccessful; (c) somewhat successful; (d) completely successful.

---

1. CHILD'S FIRST NAME	GRADE	AGE	SEX	PROBLEM AREA	SEVERITY
_____	____	___	___	a b c d e f g	a b c d

REFERRED TO	INTERVAL	VALUE	CONFIDENCE	SUCCESS
a b c d e	a b c d	a b c	a b c d	a b c d

.... cont'd

Figure 7 (continued)

2. CHILD'S FIRST NAME _____ GRADE ____ AGE ___ SEX ___ PROBLEM AREA a b c d e f g h SEVERITY a b c d

REFERRED TO a b c d e INTERVAL a b c d VALUE a b c CONFIDENCE a b c d SUCCESS a b c d

---

3. CHILD'S FIRST NAME _____ GRADE ____ AGE ___ SEX ___ PROBLEM AREA a b c d e f g h SEVERITY a b c d

REFERED TO a b c d e INTERVAL a b c d VALUE a b c CONFIDENCE a b c d SUCCESS a b c d

---

4. CHILD'S FIRST NAME _____ GRADE ____ AGE ___ SEX ___ PROBLEM AREA a b c d e f g h SEVERITY a b c d

REFERRED TO a b c d e INTERVAL a b c d VALUE a b c CONFIDENCE a b c d SUCCESS a b c d

---

5. CHILD'S FIRST NAME _____ GRADE ____ AGE ___ SEX ___ PROBLEM AREA a b c d e f g h SEVERITY a b c d

REFERRED TO a b c d e INTERVAL a b c d VALUE a b c CONFIDENCE a b c d SUCCESS a b c d

---

6. CHILD'S FIRST NAME _____ GRADE ____ AGE ___ SEX ___ PROBLEM AREA a b c d e f g h SEVERITY a b c d

REFERRED TO a b c d e INTERVAL a b c d VALUE a b c CONFIDENCE a b c d SUCCESS a b c d

---

7. CHILD'S FIRST NAME _____ GRADE ____ AGE ___ SEX ___ PROBLEM AREA a b c d e f g h SEVERITY a b c d

REFERRED TO a b c d e INTERVAL a b c d VALUE a b c CONFIDENCE a b c d SUCCESS a b c d

were reasonably comparable, Saskatoon East did have the largest proportion (56.3%) of very young teachers and Saskatoon West had the lowest (36.5%). Also, in Saskatoon East, most teachers had completed three (35.4%) or four (27.1%) years of university while, in Rosthern and Saskatoon West, most had completed only two years of university (40.5% and 42.3% respectively). In

Table VI

Descriptive Data on Teachers in the Saskatoon Region: Special Services Project (All Three School Units)

Age:	29 or under	30-39	40-49	50-59	60+
No. of teachers	81	40	30	16	4
% of total	46.6	23.0	17.2	9.2	2.3

Experience	0 years	1-3	4-6	7-10	11-19	20+
No. of teachers	10	39	38	35	27	23
% of total	5.7	22.4	21.8	20.1	15.5	13.2

Education:	1 year	2 years	3 years	4 years	5 years	6 years	7 years
No. of teachers	2	60	37	42	7	3	2
% of total	1.1	34.5	21.3	24.1	4.0	1.7	1.1

EDEXC training:	No training	Stage I	Stage II	Stage III
No. of teachers	120	42	9	1
% of total	69.0	24.1	5.2	0.6

Psychology or Ed. Psych. Courses:	Not over 1 class	Over 1 class
No. of teachers	134	38
% of total	77.0	21.8

Remedial Reading Courses:	No classes	One class or more
No. of teachers	130	42
% of total	74.7	24.1

terms of EDEXC training, Saskatoon West had the highest proportion (76.9%) of teachers with no training, while the corresponding figures for Rosthern and Saskatoon East were 67.6% and 62.5% respectively. The units were comparable in terms of psychology training but a relatively large proportion of teachers in Saskatoon West had completed remedial reading courses compared with Rostern teachers, the proportions being 30.8% and 18.9% respectively.

Table VII

Descriptive Data on Teachers in the Saskatoon Region: Special Services Project (Rosthern)

Age:	29 or under	30-39	40-49	50-59	60+
No. of teachers	35	21	12	4	0
% of total	47.3	28.4	16.2	5.4	-

Experience:	0 years	1-3	4-6	7-10	11-19	20+
No. of teachers	4	19	16	16	11	7
% of total	5.4	26.7	21.6	21.6	14.9	9.5

Education:	1 year	2 years	3 years	4 years	5 years	6 years	7 years
No. of teachers	0	30	10	17	3	3	1
% of total	-	40.5	13.5	23.0	4.1	4.1	1.4

EDEXC Training:	No Training	Stage I	Stage II	Stage III
No. of teachers	50	18	4	1
% of total	67.6	24.3	5.4	1.4

Psych. or Ed. Psych. Courses:	Not over 1 class	Over 1 class
No. of teachers	55	18
% of total	74.3	24.3

Remedial Reading Courses:	No classes	One or more classes
No. of teachers	59	14
% of total	79.9	18.9

Table VIII

Descriptive Data on Teachers in the Saskatoon Region: Special Services Project (Saskatoon East)

Age:	29 or under	30-39	40-49	50-59	60+
No. of teachers	27	6	6	7	1
% of total	56.3	12.5	12.5	14.6	2.1

Experience:	0 years	1-3	4-6	7-10	11-19	20+
No. of teachers	3	11	8	10	7	8
% of total	6.3	16.7	16.7	20.8	14.6	16.7

Education:	1 year	2 years	3 years	4 years	5 years	6 years	7 years
No. of teachers	0	8	17	13	3	0	1
% of total	-	16.7	35.4	27.1	6.3	-	2.1

EDEXC Training:	No Training	Stage I	Stage II	Stage III
No. of teachers	30	14	3	0
% of total	62.5	29.2	6.3	-

Psych. or Ed. Psych. Courses	Not over 1 class	Over 1 class
No. of teachers	36	11
% of total	75.1	22.9

Remedial Reading Courses:	No classes	One or more classes
No. of teachers	35	12
% of total	72.9	25.0

Table IX

Descriptive Data on Teachers in the Saskatoon Region: Special Services Report (Saskatoon West)

Age:	29 or under	30-39	40-49	50-59	60+
No. of teachers	19	13	12	5	3
% of total	36.5	25.0	23.1	9.6	5.8

Experience:	0 years	1-3	4-6	7-10	11-19	20+
No. of teachers	3	9	14	9	9	8
% of total	5.8	17.3	26.9	17.3	17.3	15.4

Education:	1 year	2 years	3 years	4 years	5 years	6 years	7 years
No. of teachers	2	22	10	12	1	0	0
% of total	3.8	42.3	19.2	23.1	1.9	-	-

EDEXC Training:	No Training	Stage I	Stage II	Stage III
No. of teachers	40	10	2	0
% of total	76.9	19.2	3.0	-

Psych. or Ed. Psych. Courses:	Not over 1 class	Over 1 class
No. of teachers	43	9
% of total	82.7	17.3

Remedial Reading Courses:	No classes	One or more classes
No. of teachers	36	16
% of total	69.2	30.8

Characteristics of identified exceptional children

In Table X, numbers of excepcional children identified in all units in the 1974-75 school year are presented by grade and problem area. The largest group of children were those identified as having learning problems (52.2%), the second largest are those identified as having a combination of learning and behavior problems (8.8%) and the third largest were those identified as having behavior problems. Many speech problems, cultural

TABLE X

Number of Identified Children by Grade and Problem Area: All Units

Problem Area	Grade							Total	%
	K	1	2	3	4	5	6		
Learning	-	39	51	59	38	28	41	256	52.2
Behavior	2	6	9	3	11	1	6	38	7.8
Speech	1	12	7	4	8	2	4	38	7.3
Vision	-	5	1	1	1	2	2	12	2.4
Hearing	-	-	2	2	4	1	-	9	1.8
Medical	-	-	1	1	-	1	2	5	1.0
Cultural	1	1	2	-	-	-	1	5	1.0
Gifted	-	4	5	4	2	1	3	19	3.9
Learning and Speech	-	10	2	1	-	2	3	18	3.7
Learning and Behavior	1	2	8	6	14	6	6	43	8.8
Learning and Cultural	-	4	3	1	1	1	1	11	2.2
Other	2	15	9	2	4	2	2	36	7.1
Totals:	7	98	100	84	83	47	71	490	
%:	1.4	20.0	20.4	17.1	16.9	9.6	14.5	100.0	

problems, and visual problems tended to be identified early. However, no hearing problems were identified before Grade 2 and four were identified in Grade 4. This suggests that there might be a need for training in early identification of the hearing impaired. Learning problems were identified from Grades 1 through 6, but behavior problems tended to be identified in later grades, especially in Grade 4. Data presented separately for the individual school units (Tables XIII, XIV and XV) suggest that these behavior problems might represent learning problems that had not been identified earlier. A comparison of Saskatoon East (Table XIV) and Saskatoon West (Table XV) indicates that more learning problems had been identified in the former (59.3% compared with 44.6%) and that more learning and behavior problems had been identified in Saskatoon West (11.5%) than in Saskatoon East (6%). Most learning and behavior problems were identified in Grade 4 in Saskatoon West. In Saskatoon East only one learning and behavior problem was identified in Grade 4. More Saskatoon East than Saskatoon West teachers are younger, have three or more years of university, and have EDEXC training.

Table XI presents data on the children identified and referred and Table XII presents data on the children identified but not referred. Teachers referred for help 302 of the 490 children identified as needing help and, more specifically, speech impaired, visually impaired and hearing impaired children tended to be referred. Many children with cultural problems, learning problems, and problems associated with giftedness were not referred. There was no clear pattern of referral by grade. The referral pattern was essentially similar in all units.

Table XVI describes identified children in all units by grade and severity. Mild problems were attributed to 14.5% of the identified children, 46.5% were viewed as having moderate problems, 31.4% as having severe problems and 11.5% as having extremely severe problems. A chi-square test revealed no significant difference between the identification patterns in the three units.

Table XI

Numbers of Referred Children by Grade and Problem Area: All Units

Problem Area	Grade							Total	%
	K	1	2	3	4	5	6		
Learning	-	22	36	38	18	17	21	152	50.3
Behavior	2	4	6	1	4	-	2	19	6.3
Speech	-	11	5	4	6	2	3	31	10.3
Vision	-	3	1	1	1	2	2	10	3.3
Hearing	-	-	1	1	4	1	-	7	2.3
Medical	-	-	1	-	-	1	1	3	1.0
Cultural	-	1	-	-	-	-	-	1	0.3
Gifted	-	3	-	2	-	-	-	5	1.7
Learning and Speech	-	10	1	1	-	2	2	16	5.3
Learning and Behavior	1	-	6	5	8	5	2	27	8.9
Learning and Cultural	-	2	3	-	1	1	1	9	2.6
Other	2	13	5	1	2	-	-	23	1.0
Totals:	5	69	65	54	44	31	35	303	
%	1.7	22.8	21.5	17.9	14.6	10.3	11.3	100.0	

Table XII

Numbers of Not-Referred Children by Grade and Problem Area: All Units

Problem Area	Grade							Total	%
	K	1	2	3	4	5	6		
Learning	-	17	15	21	20	11	20	104	55.3
Behavior	-	2	3	2	7	1	4	19	10.1
Speech	1	1	2	-	2	-	1	7	3.7
Vision	-	2	-	-	-	-	-	2	1.1
Hearing	-	-	1	1	-	-	-	2	1.1
Medical	-	-	-	1	-	-	1	2	1.1
Cultural	1	-	2	-	-	-	1	4	2.1
Gifted	-	1	5	2	2	1	3	14	7.3
Learning and Speech	-	-	1	-	-	-	1	2	1.1
Learning and Behavior	-	2	2	1	6	1	4	16	8.5
Learning and Cultural	-	2	-	1	-	-	-	3	1.6
Other	-	2	4	1	2	2	2	13	6.9
Totals:	2	29	35	30	39	16	37	188	
%	1.1	15.4	18.6	16.0	20.7	8.5	19.7	100.0	

Table XIII

Numbers of Identified Children by Grade and Problem Area: Rosthern

Problem Area	Grade							Total	%
	K	1	2	3	4	5	6		
Learning	-	14	19	25	19	7	7	91	52.0
Behavior	1	3	1	1	2	-	1	9	5.1
Speech	-	2	4	2	1	1	2	12	6.9
Vision	-	5	1	1	-	-	-	7	4.0
Hearing	-	-	1	1	2	-	-	4	2.3
Medical	-	-	-	-	-	1	1	2	1.1
Cultural	-	-	1	-	-	-	-	1	0.6
Gifted	-	-	4	2	1	-	1	8	4.6
Learning and Speech	-	2	2	-	-	-	-	4	2.3
Learning and Behavior	-	-	4	1	5	2	4	16	9.1
Learning and Cultural	-	2	3	1	-	1	-	7	4.0
Other	-	5	6	-	-	2	1	14	8.0
Totals:	1	33	46	34	30	14	17	175	
%	0.6	18.9	26.3	19.4	17.1	8.0	9.7	100.0	

Table XIV

Numbers of Identified Children by Grade and Problem Area: Saskatoon East

Problem Area	Grade							Total	%
	K	1	2	3	4	5	6		
Learning	-	16	20	27	7	12	17	99	59.3
Behavior	1	2	3	-	5	-	3	14	8.4
Speech	-	7	1	-	5	-	1	14	8.4
Vision	-	-	-	-	1	1	1	3	1.8
Hearing	-	-	-	-	1	-	-	1	0.6
Medical	-	-	-	1	-	-	-	1	0.6
Cultural	-	1	-	-	-	-	-	1	0.6
Gifted	-	1	1	2	0	1	1	6	3.6
Learning and Speech	-	5	-	1	-	1	2	9	5.4
Learning and Behavior	1	1	1	3	1	3	-	10	6.0
Learning and Cultural	-	-	-	-	-	-	1	1	0.6
Other	2	4	1	-	-	-	1	8	4.8
Totals:	4	37	27	34	20	18	27	167	
%	2.4	22.2	16.2	20.4	12.0	10.8	16.2	100.0	

Table XV

Numbers of Identified Children by Grade and Problem Area: Saskatoon West

Problem Area	Grade							Total	%
	K	1	2	3	4	5	6		
Learning	-	9	12	7	12	9	17	66	44.6
Behavior	-	1	5	2	4	1	2	15	10.1
Speech	1	3	2	2	2	1	1	12	8.1
Vision	-	-	-	-	-	1	1	2	1.4
Hearing	-	-	1	1	1	1	-	4	2.7
Medical	-	-	1	-	-	-	1	2	1.4
Cultural	1	-	1	-	-	-	1	3	2.0
Gifted	-	3	-	-	1	-	1	5	3.4
Learning and Speech	-	3	-	-	-	1	1	5	3.4
Learning and Behavior	-	1	3	2	8	1	2	17	11.5
Learning and Cultural	-	2	-	-	1	-	-	3	2.0
Other	-	6	2	2	4	-	-	14	9.5
Totals:	2	28	27	16	33	15	27	148	
%	1.4	18.9	18.2	10.8	22.3	10.1	18.2	100.0	

Table XVI

Number of Identified Children by Grade and Problem Severity: All Units

Degree of Severity	Grade							Total	%
	K	1	2	3	4	5	6		
Mild	-	16	10	15	8	7	12	68	14.5
Moderate	1	40	32	34	38	20	34	199	42.5
Severe	5	25	35	20	31	13	18	147	31.5
Extreme	1	17	11	8	5	6	6	54	11.5
Totals:	7	98	88	77	82	46	70	468	
%	1.5	20.9	18.8	16.5	17.5	9.8	15.0	100.0	

(b) Relationship of SEECC Teacher Preparation Model and Delivery of Special Education Services

The purpose of the SEECC Report was to make recommendations for the preparation of teachers of exceptional children. The nature and administrative arrangements for the actual education of exceptional children were outside the terms of reference of the committee and such matters were dealt with only incidentally.

Thus, for instance, teachers with Stage II training according to the SEECC teacher preparation model were envisaged as having competencies that would equip them to teach in special classes, in resource rooms or as itinerant teachers.

The notion of continuity between the preparation of class teachers, resource teachers and educational specialists which characterizes the SEECC teacher preparation model lends itself philosophically to the model of special education service delivery which was planned for the Saskatoon Region Special Services Project. The continuum of service between the class teacher, the resource teacher within the regular school and the Learning Assistance Centre, which corresponds to the three levels of the SEECC Teacher Preparation model may be appreciated from Figure 9, which demonstrates graphically the central responsibility of the class teacher and the sharing of that responsibility with professional colleagues.*

The flow chart (i.e. Figure 8) illustrates that, according to the "SEECC Model", the class teacher sets instructional objectives for the child and implements appropriate teaching strategies to enable the child to achieve those objectives. To set appropriate objectives, the teacher needs to be aware of the child's specific strengths and weaknesses, to implement the teaching strategy and to choose appropriate materials. To evaluate whether or not the objective was achieved, performance after teaching has to be checked (Figure 9). As long as a child is able to accomplish the instructional objectives set by the class teacher, the total activity remains an integral part of the normal class operation. But when a child fails to achieve the objective, and after the class teacher has checked the appropriateness of the objective, strategy and materials (Figure 9) it is time to solicit additional help.

According to the SEECC Model, it is at this stage that the class teacher consults with the resource teacher who is immediately available. The combined talents of the class teacher and resource teacher are brought to bear and the cycle of operations resumed, with the additional diagnostic teaching competences of the resource teacher, and with the contributions of each teacher specified (see Figure 8).

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* In the light of findings during the present project, Figure 8 has been subsequently modified. See Figure 21 on page

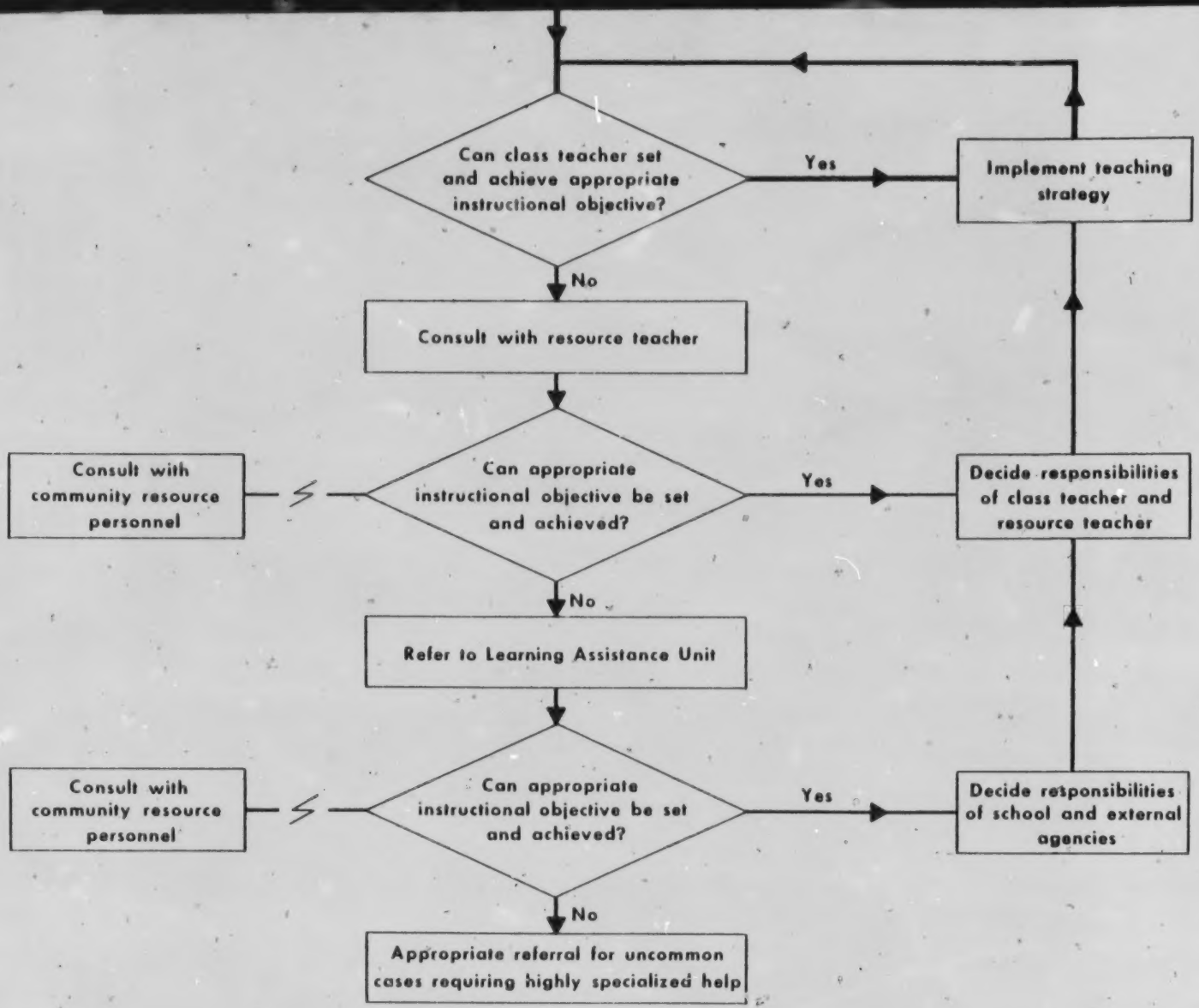
Can class teacher set and achieve appropriate instructional objective?
Yes
Implement teaching strategy
No
Consult with resource teacher
Consult with community resource personnel
Can appropriate instructional objective be set and achieved?
Yes
Decide responsibilities of class teacher and resource teacher
No
Refer to Learning Assistance Unit
Consult with community resource personnel
Can appropriate instructional objective be set and achieved?
Yes
Decide responsibilities of school and external agencies
No
Appropriate referral for uncommon cases requiring highly specialized help

Figure 8 Model of delivery of special educational services at the planning stage of SRSSP.

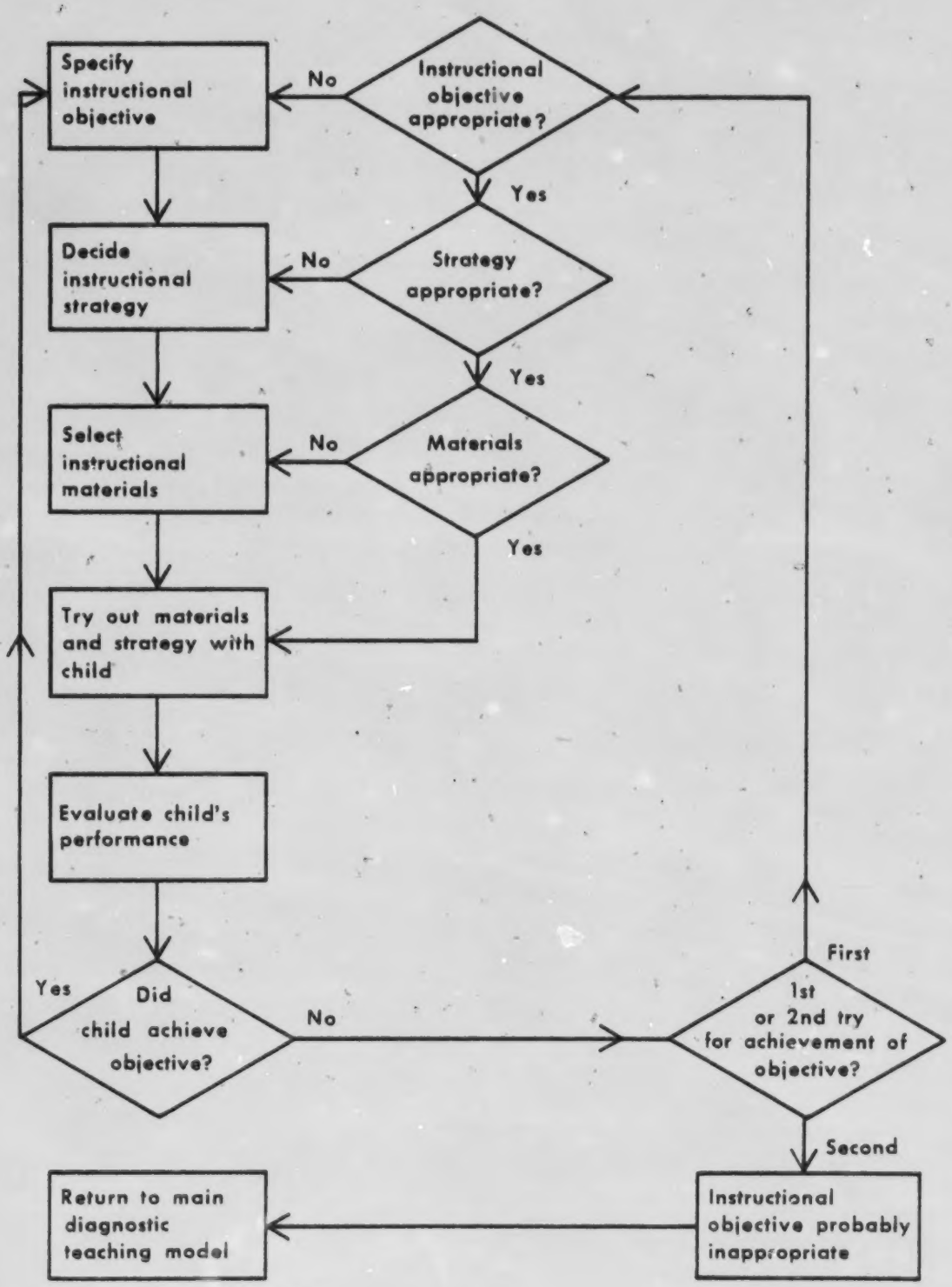

Figure 9 Teaching strategy.

The vast majority of cases can be treated at this level, i.e., with the combined effort of class and resource teachers. But for those children who require more extended diagnosis, or a remedial program that requires contributory input to the prescription from persons with expertise in language pathology, emotional maladjustment, etc., or which calls for a period of intensive remediation, the child is referred to the Learning Assistance Centre. Again, built into the model is provision for consultation between the agents involved, and the contribution and responsibility of each is spelled out.

The particular characteristics of the SEECC Model may be appreciated more clearly if contrasted with those of the traditional model of special education, which is illustrated in Figure 10. This flow chart begins, like the SEECC Model, with the regular class teacher in the regular classroom, and if appropriate instructional objectives can be set and achieved, all is well. (It might be pointed out that the chances of this state of affairs occurring under the traditional model are probably lower than under the SEECC Model because, under the SEECC teacher preparation model, all teachers receive "Stage I preparation." There is no such implication under traditional models of special education service delivery nor under traditional models of teacher preparation.)

But it is when the regular teacher finds that a child is not able to achieve instructional objectives which have been set that differences begin to become more marked between the SEECC Model and traditional special education services. Traditionally, the child has been referred, probably via the school principal, to a school unit consultant working out of the unit office. The consultant would probably supply a report and might initiate some remedial action but, although liaison between class teacher and outside consultant undoubtedly does sometimes occur, the separateness between their respective actions as illustrated in Figure 10 has probably been the rule rather than the exception.

Moreover, when a referral to the unit consultant has resulted in a descriptive report rather than in direct action or specific prescription, the class teacher is often left to seek other alternatives if the child continues to experience difficulties. The implicit suggestion of Figure 10 that this can lead to going around in circles is not entirely accidental nor without foundation.

(c) Review of Recent Local Research

One of the themes of graduate research that had been taking place in the Department of Education for Exceptional Children at the University of Saskatchewan immediately prior to the present implementation of the *Saskatoon Region Special Services Project*, was concerned with issues and problems associated with interrelationships between class teachers and educational consultative services (e.g., Carey, 1976; Haverstock, 1977) and with the mainstreaming or integration of educationally handicapped children (e.g., Vinish, 1974; Dickson, 1975). Two of these studies, those by Dickson and Haverstock, were directly relevant to specific topics to be studied in the present project.

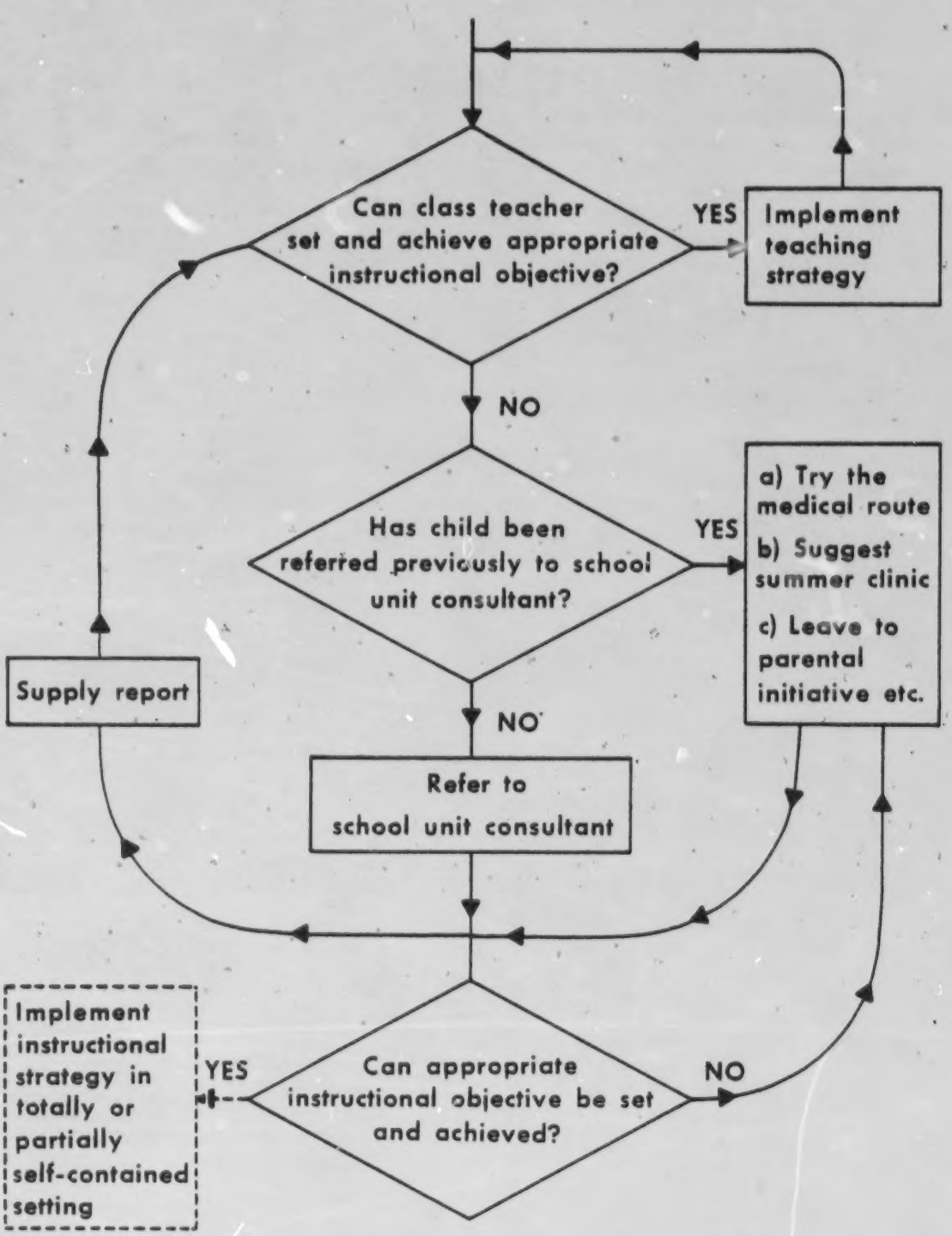
Can class teacher set and achieve appropriate instructional objective?
YES
Implement teaching strategy
NO
Has child been referred previously to school unit consultant?
YES
a) Try the medical route
b) Suggest summer clinic
c) Leave to parental initiative etc.
NO
Supply report
Refer to school unit consultant
Implement instructional strategy in totally or partially self-contained setting
YES
Can appropriate instructional objective be set and achieved?
NO

Figure 10 Traditional model of special education service delivery.

Regular teachers' perception of handicapped students

Dickson (1975) carried out a study, in a school jurisdiction which did not employ the SEECC Model, to determine whether contact with educationally handicapped children in regular schools affects the acceptance and knowledge of such children by the regular classroom teacher.

By the addition and deletion of items, and analyzing the discriminating power of items in a try-out testing, two tests instruments by Haring, Stern and Cruickshank (1958) were modified and improved. These were the *General Classroom Inventory* and the *Classroom Integration Inventory*, the latter of which formed the substance of the *Teacher Placement Opinion Form* used in the present project.

Teachers' knowledge and acceptance of different types of educationally handicapped children were assessed in schools which contained special classes of various kinds. One school contained a class for the educable mentally handicapped, another a visually impaired class, while others had classes for hearing impaired, learning disabled and emotionally disturbed students, respectively. These schools were designated the "experimental" schools and matched by an equal number of "control" schools, i.e., schools that did not have a special class.

Dickson found considerable variation in the degree to which teachers accepted educationally handicapped students. A small but significant correlation was found between knowledge about, and acceptance of, educational handicap but only in the case of one experimental school was the mean acceptance score significantly higher than that of the control schools. Further, although no absolute clearcut patterns emerged, there was some indication that teachers in schools containing a specific category of educationally handicapped children tended to be less accepting of that handicap. The data demonstrated that physical proximity of handicapped children is not enough to guarantee their acceptance by regular teachers and that it might indeed have an adverse effect. Dickson concluded that there was a "need to employ systematic inservice programs in conjunction with mainstreaming arrangements and to evaluate their effectiveness in the areas of conveying information and of changing attitudes" (1975, p. 71).

Concomitants of teacher referrals

A study of concomitants of teacher referrals and recommendations for exceptional children was carried out by Haverstock (1977). A random sample of 100 teachers from a school jurisdiction employing a traditional model of special education service delivery was selected. These teachers were asked how many children they had referred for consultant advice during the past year (1973-74), how many other children in their class they had not referred but felt maybe they should have referred, and in what sort of educational setting they believed the children might best be educated. Haverstock's *Data Collecting Instrument* (DCI) thus became the prototype on which was based the *Pupil Problem Perception Form* (PPPF) which was used

during the present project. Her checklist to assess teachers' recommendations for the appropriate placement of exceptional children was later developed and incorporated into the *Teacher Placement Opinion Form* (TPOF) of the present study.

Haverstock found that, for the teachers she sampled, the number of referrals for consultant advice would have more than doubled if all children viewed as being in need of services had been actually referred. The data suggested that more children would have been referred if referrals were acted on more quickly and if, following diagnosis, recommendations to teachers were more relevant to the regular classroom.

In all, an average of between 6 and 7 children per class were viewed as being in need of referral services but that more than 80% of the children seen as needing referral were recommended by their teachers to remain in their regular class placements. At the outset of Haverstock's inquiry, it became clear that many teachers did not understand what was meant by a *resource room* or by an *itinerant teacher*. However, when these terms had been explained, resource room assistance was preferred to the services of an itinerant teacher by about a 3:1 ratio. Even so, no extra teaching, over and above that of the class teacher, was recommended in the case of about 40% of referrants.

Haverstock's empirical findings seem to provide more grounds for optimism about the sense of professional responsibility of regular class teachers than the influential, but speculative, conclusions of Dunn (1968). Dunn suggested that a major reason for the popularity of the special class has been that regular class teachers want to be relieved of the burden of catering for the hard-to-teach students. The teachers in the Haverstock study seem to be saying that, given the tools in the shape of additional personal professional competences and with adequate and immediately available backup services, they are willing to face up to, and accept, the challenge.

PROCESS

Implementation of the SEECC Model could really be considered to have begun when the Boards of the co-operating jurisdictions agreed in principle with the concept and approved the allocation of inservice time for all teachers in the region. This agreement in principle also meant that Boards agreed to joint planning and support for a Stage III service and to an extension of resource teacher services in the jurisdictions. Boards agreed to work toward a situation where the services of a resource teacher would be available to each elementary school by the fall of 1975. Hiring practices were also affected at this time in order that regular class teachers would be recruited who were professionally prepared to the Stage I level.

(a) Inservice

(i) *Stage I level*

In the fall of 1975, a series of inservice sessions was organized for all two hundred and twenty teachers from Kindergarten through Grade 6 in the three jurisdictions. This inservice package was developed by the Institute of Child Guidance and Development and delivered by Institute personnel. The course outline was adapted from the existing pre-service class EDEXC 250A/B (Methods of Teaching Exceptional Children in the Regular Classroom) and designed specifically for teachers in the field.

Inservice sessions were held at approximately monthly intervals, with the teachers being given practical assignments to be completed with marginally exceptional children in their own classrooms between sessions. School meetings were called to report on practical assignments between sessions as well. The formal inservice sessions were held between the hours of 2.30 and 5.00 P.M., partly in school time and partly in the teachers' own time.

Each session in the inservice series was convened by a different member of the staff of the Institute and EDEXC Department, each one teaching from his/her area of specialty. Overall co-ordination, review of assignments and marking of examinations for those taking the series for credit, were provided by one staff member.

The superintendents of schools provided strong leadership first in asking that all teachers attend the inservice series and in themselves attending every session. They also encouraged their principals to facilitate (and often Chair) school meetings between inservice sessions.

One important feature of the inservice was that each of the ten inservice sessions was presented in schools at five centres in the Saskatoon Region, rather than on the university campus. Another important feature was that teachers could take the class for university credit toward a B.Ed. degree. Fifty-three teachers took advantage of this opportunity.

However, perhaps the most important feature of all was that the class was attended by 100% of all the teachers in the region, whether for credit or at the behest of the local superintendent. If special educational services are to be provided by a delivery system which espouses the idea of the "full-service school" as the SEECC Model does, then it is essential that every teacher in the system must have at least an introduction to the philosophy and practice of diagnostic teaching. To offer an inservice class only on a voluntary basis is likely to attract teachers who have least need of such an introduction, and to miss many of those who need it the most.

After the inservice series in the Saskatoon Region Special Services Project, the course outline was revised and extended from ten sessions to twelve. The new series was then provided for one hundred teachers in the Long Lake School Unit during the 1977-78 school year. The course outline which follows (Figure 11) represents a third revision based on the two series of inservice sessions.

Figure 11. EDEXC 250 Inservice

Introduction

EDEXC 250 Inservice is intended to be delivered as a field Inservice package to regular class teachers in grades K-12 in any School Unit. The primary reason for presenting the class through inservice is to assure that all teachers in the school unit have an orientation to exceptionality as a basis for their participation in a new approach to service delivery being implemented in their school unit.

The objectives of the class are:

1. To assist regular class teachers to acquire the requisite competencies to do diagnostic teaching with marginally exceptional children in the regular classroom.

2. To provide regular class teachers with a system for identifying and documenting the needs of marginally exceptional children in the regular classroom.

3. To orient teachers to the more efficient use of school-based and school system-based backup services.

4. To acquaint teachers with specialized resource materials available for use with marginally exceptional children.

5. To assist teachers to use more appropriate behavior management techniques with behavior problem children.

6. To assist teachers to make more effective use of existing medical, educational and psychological reports on children.

.... cont'd

(Figure 11—continued)

COURSE OUTLINE

SESSION	TOPIC
1	The SEECC Model as a System of Teacher Preparation, Deployment and Utilization
	Having presented the SEECC Model in general terms, present the SEECC Implementation model and emphasize that it is a three stage service delivery model which first stresses early intervention with exc.ptional children and then presents a three step progression of increasingly more intense services for such children. Stress that it is an *educational* model and that mildly, moderately and severely handicapped children can be served under the model. Stress the "in-school" and community-based backup services for teachers.
	Application
	Present the case of "Billy"—a case history of a mildly retarded child and ask teachers to decide how he might have been served in a school which has implemented the SEECC model.
2	Social and Psychological Implications of Exceptionality
	— understanding the exceptional individual
	— overcoming stereotyped impressions of exceptional persons
	— understanding the role of the teacher, parent, and child in the education system
	— realistic expectations in meeting the needs of exceptional students
	Application
	Have teachers role play a situation based on an exceptional student in one of your classrooms. Assume the roles of first, the child, second, the teacher and third, the parent. Discuss your feelings after each role.
3 & 4	Teaching the Slow Learner/Mildly Retarded Child
	— appropriate materials, methods and resources

.... cont'd

(Figure 11—continued)

— individualizing instruction

— classroom management

— working with the resource teacher

Application

Suggest that teachers use the methodology with students in their classrooms and then discuss their successes or problems at a school-based staff meeting. The purpose of the follow up is to assist teachers to apply the concepts presented in the inservice sessions.

5 & 6 Teaching Children with Specific Learning Disabilities

— symptoms of learning disabilities and classroom implications

— selecting appropriate materials, methods and resources

— individualizing instruction, setting instructional objectives

— classroom management

— working with the resource teacher

7 Teaching the Gifted and Creative Child

— definition and identification of gifted students

— gifted students and the regular class teacher's enrichment procedure

— other forms of enrichment; working with the resource teacher

— materials and resources for gifted students

Application

Suggest that teachers use the methodology with students in their classrooms and then discuss their successes or problems at a school-based staff meeting.

.... cont'd

(Figure 11—continued)

SESSION	TOPIC
8	Teaching Children with Speech, Language and Hearing Disorders — appropriate materials, methods and resources — individualizing instruction — classroom management — working with the resource teacher Application Suggest that teachers use the methodology with students in their classrooms and then discuss their successes or problems at a school-based staff meeting.
9	Teaching Children with Behavioral Disorders — implementing appropriate management techniques — setting instructional objectives — working with the resource teacher Application Suggest that teachers use the methodology with students in their classrooms and then discuss their successes or problems at a school-based staff meeting.
10	Informal Diagnosis of Exceptional Children in the Regular Classroom — relationship between standardized and informal assessment — appropriate materials for informal diagnosis — methods of administering and scoring diagnostic materials — interpreting and using diagnostic information — working with the resource teacher

.... cont'd

(Figure 11—continued)

SESSION	TOPIC
	Application
	Suggest that teachers use the methodology with students in their classrooms and the discuss their successes or problems in a school-based staff meeting.
11	Working with School and Community Backup Services
	— review existing community service for Health, Education Social Services, Core Services, Psych. Services
	— determine referral procedures, routes
	— review available itinerant services
	— appropriate children for referral
12	Making the System Work
	— The SEECC Service Delivery Model
	- as an ecological model - as an efficient model - as an effective model - as a working model
	— Plans for the future

EVALUATION

The course evaluation for teachers taking the class for credit will be based upon the following two aspects:

a. A major paper or project related to one area of exceptionality, worth 40% of the final grade.

b. A final examination; objective in nature, worth 60% of the final grade.

(ii) *Stage II level*

By the fall of 1975, each school in the region had access to a resource teacher. Eight full-time resource teachers were employed, thirteen were on a half-time basis and one was employed quarter-time. Two resource teachers were shared by four schools and the rest were each based in a single school. Those who were employed less than full time were usually employed at other teaching tasks for the remainder of the school time.

Continuing inservice for the resource teachers took place over four half-day sessions during the academic year. These sessions dealt with communication, testing, improving reading comprehension skills, articulation disorders and the Orton-Gillingham approach to reading, as well as affording an opportunity for discussion of common interests.

(b) The Learning Assistance Centre

Plans had been well advanced during the 1974-75 academic year for providing services to mildly handicapped school-aged children through the use of regular and resource teachers (Stage I and Stage II services). There remained the problem of providing more intensive diagnostic and remedial services for a small number of moderately and severely handicapped children in the three school units (Stage III services).

Following correspondence with a number of educational clinics operated by school systems and regional education services in Alberta, an invitation was extended to the superintendents involved in the *Saskatoon Region Special Services Project* (SRSSP) to visit these clinical programs. A two-day visit to level 3 services* in Alberta was undertaken in April 1975 by superintendents and supervisory assistants from the three school units, the Superintendent of Special Services from the Saskatoon Catholic schools and a representative of the University Institute of Child Guidance and Development. The following objectives of the visit were to:

1) study any level 3 service systems which are cooperative ventures between rural and urban school systems;

2) study physical facilities required to house level 3 clinical and diagnostic services;

3) obtain information about staffing and costs of level 3 services;

4) determine recommended staff qualifications and staff-pupil ratios in level 3 clinics; and

5) provide superintendents and supervisory assistants with firsthand information about the relative success or failure of existing level 3 services in Alberta.

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* "Level 3" rather than "Stage III," is used to describe special educational services provided from outside the school, in jurisdictions who do not employ the SEECC model.

Members of the SRSSP team chose Alberta for their visit because three years previously, the Alberta provincial government provided almost a million dollars in special grants to initiate diagnostic and prescriptive services for children. The grant of $10 per elementary school child was later increased by 20%, making it possible for urban and, through purchase of services, rural areas to establish level 3 services. Some rural and small city school systems had joined together to provide a service delivery system not unlike that planned for the Saskatoon Region.

Participants in the field trip were organized into two-person teams in order to study a number of level 3 service systems simultaneously. The sites visited were:

Red Deer: — Central Alberta Regional School District #3.

Edmonton: — Edmonton Pupil Services Administration.
— Edmonton Public Schools Educational Clinic.
— Department of Education, Special Education Branch.

Calgary: — Calgary Learning Assistance Centre.

Following the Alberta visit, the SRSSP team drew up a number of recommendations relating primarily to the provision of Stage III services in the Saskatoon Region. The recommendations (not necessarily in order of priority) were that:

1) The three rural school units involved in the Saskatoon project co-operate with one of the urban school boards in order to jointly finance and operate a diagnostic-prescriptive centre.

2) The centre would have at least two observational classes—one for children aged 6 to 9 and one for children aged 10 to 12. These classrooms would have backup services of psychologist, speech and hearing pathologist, social worker and medical support services—possibly of the university hospital.

Children seen at this centre would then be placed appropriately—either returned to their neighborhood school with an appropriate program together with support services for the classroom teacher, or placed in a special class until ready for re-integration in his neighborhood school.

3) If a rural-urban joint Stage III service is not realized, the three rural boards jointly hire and support an itinerant Stage III staff of at least three people.

4) The three school units should also jointly employ staff who would function as an itinerant diagnostic team to supplement Stage III services and to facilitate the work of the clinic(s).

5) Clinical staff hired for the Saskatoon project be both well qualified and experienced personnel.

6) A master diagnostic and remedial teacher be an integral part of the clinic team to assure that clinical reports include educational diagnosis and recommendations comprehensible to regular and special class teachers.

7) The teacher who refers the child be given release time to participate in a portion of the diagnostic and remedial efforts in the clinic so that she will be better prepared to serve the child in her classroom following his clinical experience.

8) There be appropriate Stage II (resource) teachers placed in every elementary school in order to provide immediate assistance to mildly handicapped children and to their teachers.

9) Regular inservice be provided for resource room teachers in the three jurisdictions. This may involve some university class credit.

10) Inservice for all teachers be conceived as an ongoing procedure and not as a once only package. This type of inservice is likely a necessary part of the project on at least an annual basis.

11) As often as possible, services be moved to children rather than children to services. It will still be necessary to move some children to short or longer term clinical services.

These recommendations were made in April 1975 and, when Stages I and II of the SEECC Model became operational in the fall of 1975, it was possible for the planning committee to return its attention to the concern which had originally motivated the three school units to embark on their co-operative venture. That is, they were able to act upon their recommendations for the establishment of a facility for more seriously educationally handicapped children.

While continuing to recognize that the basic responsibility for educating educationally handicapped children rests with the neighbourhood school and the regular teacher, the planning committee acknowledged the need for a supportive service at the Stage III level.

Familiarization with facilities in Alberta had convinced the planning committee that a sufficiently large (but not too large) student population is necessary for the efficient utilization of such a facility and therefore the three school units combined forces with the Saskatoon Catholic Board. The most central location for the three units falls in the area of urban Saskatoon, so that the Saskatoon Catholic Board was conveniently placed geographically to join in the venture. The combined student population of the four units combined was about 15,600, just over a half of whom were in the Saskatoon Catholic Board schools, with 2,200 in Saskatoon East, a similar number in Saskatoon West and about 2,900 in Rosthern.

The purpose of the Learning Assistance Centre (LAC), as the facility came to be known, was primarily to provide intensive educational diagnoses which, along with psychological and perhaps medical assessments, were seen as fundamental prerequisites to appropriate remedial programs. Specifically,

the responsibilities of the LAC were to:

1) compile information, stemming from the diagnostic work of the resource teacher and from community agencies, and to carry out whatever additional educational diagnostic work is required;

2) set up a tentative educational program for the child and test it in the LAC;

3) establish what are the most appropriate materials and teaching strategies to be used with the child;

4) provide counselling and liaison services to teachers and parents; and

5) assist the child in returning and adjusting to his home school (or to another appropriate educational setting) by providing the support and liaison services required by the school and the home.

In addition, the staff was seen as a backup service for classroom and resource teachers working with exceptional children through continuing inservice—both formal and informal—for teachers in the jurisdictions.

In order to accomplish the purpose of the LAC, the planning committee expected that the Centre would service no more than 50 children per year, that there would be no more than 12 to 15 children in the LAC at any one time and that no child would be retained in the Centre for longer than half a school year.

An expert staff of four teachers was hired, in addition to two teachers' aides and full time secretarial assistance. The four master teachers had been envisaged as having particular expertise in counselling, learning disabilities, behavior adjustment and reading, respectively. An analysis of their responsibilities, as specified in August 1975, is set down in Table XVII.

A decision was made that the LAC should be located within a regular school and it was estimated that the Centre would require the space equivalent to two classrooms, or approximately 1500 square feet (460 square meters). Some reconstruction would be necessary in order to provide facilities for both short and long term assistance for students, as well as conference rooms, an observation room and staff offices.

The Learning Assistance Centre was ultimately located on the premises of St. Philip School in Saskatoon and became operational in the fall of 1976. The floor plan is illustrated in Figure 12.

Costs of the LAC were shared between the four participating school jurisdictions, each of the three rural units contributed 20% of costs and the Saskatoon Catholic Board, which was to co-ordinate all financial matters relating to the LAC, 40%. The management committee of the LAC, which consisted of the four superintendents or their designates, had the

Table XVII

Projected Responsibilities of LAC Master Teachers
(August 1975)

1. Act as a contact between the Learning Assistance Centre and the home.
2. Gather data on aspects of social situations relevant to children's educational problems.
3. Maintain liaison between Learning Assistance Centre and medical, psychological and community agencies.
4. Interpret Learning Assistance Centre findings to parents and to school staffs.
5. Carry out appropriate follow-up work as required.
6. Make appropriate psychoeducational diagnoses.
7. Establish profiles of children's present level of learning in subject areas.
8. Carry out task analyses.
9. Map out appropriate remedial programs.
10. Consult with other LAC teachers concerning children's learning abilities and behavior problems.
11. Initiate remedial education programs.
12. Phase children into regular class with resource teacher assistance.
13. Provide oral and written reports of children's functioning.
14. Draw up appropriate classroom behavior profiles for children.
15. Establish tentative behavior adjustment plans for children and discuss these with other teachers in the team.
16. Try out behavior adjustment plans in Learning Assistance Class.
17. Recommend successful behavior adjustment techniques to regular class teachers and resource teachers—orally, in writing and through demonstration.

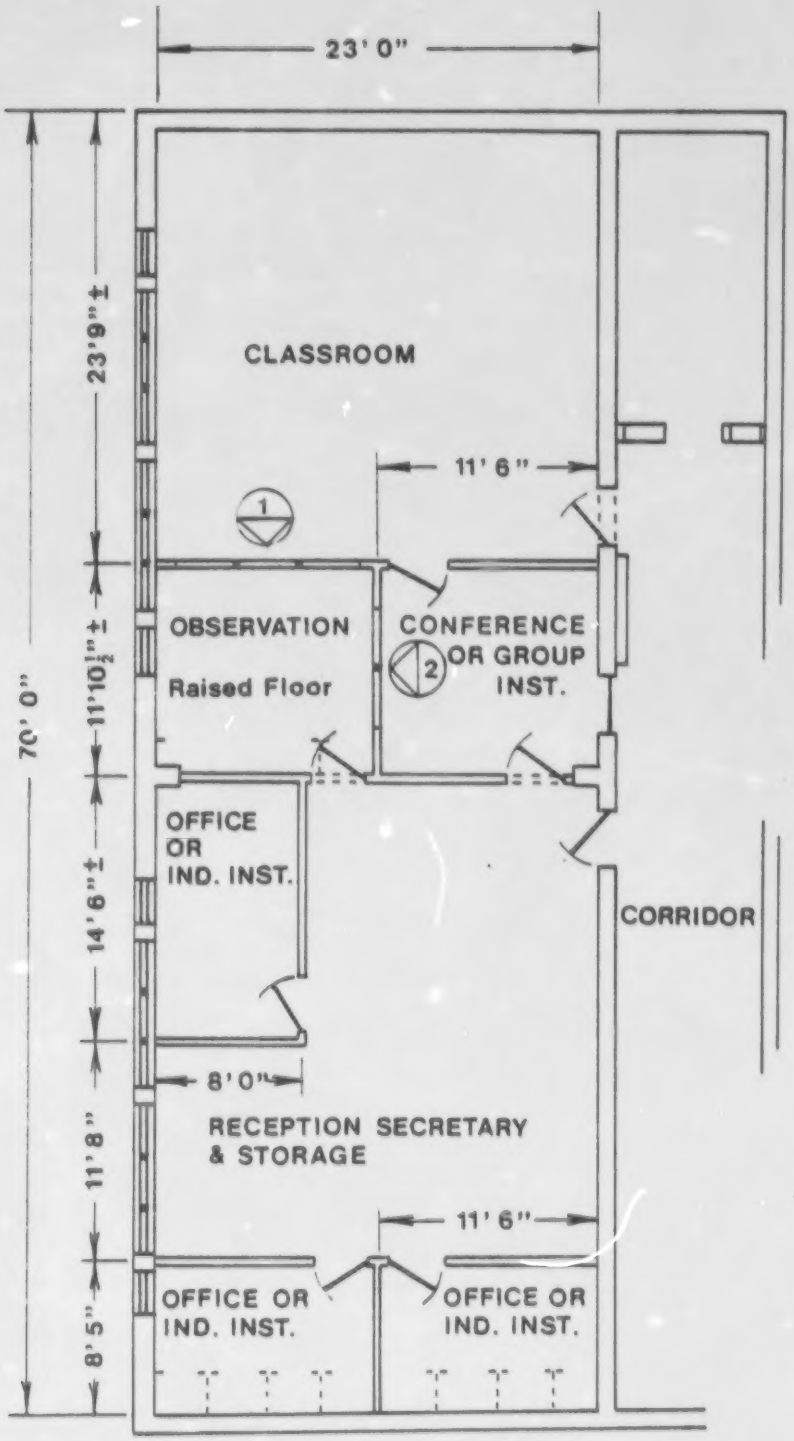

Figure 12 Floor plan.

responsibility of recommending the overall policy of the LAC, including all budgetary considerations.

The formal agreement concerning the LAC signed on behalf of the four school units (see Appendix A1), recognized that the LAC could function effectively only with the participation of all parties, who therefore agreed that none of them would be entitled to terminate the agreement unilaterally, not to withdraw financial support, for a period of at least three years (Section 9).

By the fall of 1976, plans had developed so that the LAC could open. The Saskatoon Catholic System had joined the three rural jurisdictions in developing this third stage of the service. The professional staff that was hired comprised persons with specialized competences in Social Work and Counselling, Speech Pathology and Audiology, Remedial Reading, and Learning Disabilities.

The screening procedure used with children referred to the LAC generally followed the stages of the SEECC Model. Before a child was considered for placement in the LAC the following steps would usually have been taken:

1) Screening by the classroom teacher.

2) Screening by the resource room teacher.

3) Assessment by a psychologist.

4) Referral by the principal to the superintendent or designate.

5) Assessment, where needed, by other professionals, e.g., physician, speech therapist, audiologist.

The methods of assessment might include some or all of the following:

1) School administered tests and teacher reports.

2) Individual intelligence tests.

3) Behavior rating scales.

4) Individually administered achievement tests.

5) Tests of specific perceptual functions.

6) Developmental scales which would delineate deficits in terms of developmental age.

7) Language tests and tests of specific language functions.

8) In the case of children with sensory deficits, precise medical evaluation of the hearing or vision loss.

Before children were referred to the LAC they would have received the best efforts of regular and resource teachers in their local schools. They would also have received whatever community services were available from agencies such as Regional Health, Education and Social Services.

The main job of the staff at the LAC was to develop and set out an educational program for the child and to demonstrate that it was, in the light of the diagnostic information available, the most appropriate program for the child. This program took into account the diagnostic work done by the resource teacher and the community agencies that had worked with the child prior to his referral to the LAC. The last step in the LAC program was to successfully reintegrate the child into his home school. This required a close relationship among the LAC, the neighbourhood school, and the parents.

Policy development for the operation of the LAC was in the hands of a management committee consisting of the superintendent or his designate from each of the co-operating jurisdictions. The Committee met once a month to review policy and to discuss concerns pertaining to the operation of the LAC. The day-to-day administration of these policies was the responsibility of the Catholic School System.

Once the LAC became operational in the fall of 1976, the staff began work at developing strategies which would meet the needs of children who were referred. While each child received an individualized program based on his or her needs as revealed by test results prior to referral and from the results of testing at the LAC, there was an overall LAC program which had a number of specific components. These components of the total treatment package were classified as:

1) Academic treatment, which involved individualized programming in the skill subject areas and which was accomplished in a small group situation and on a one-to-one level.

2) Perceptual treatment, which involved strengthening visual and/or auditory processes.

3) Counselling treatment, which was accomplished in three settings:

   a) A "Toward Affective Development" group;
   b) Classroom meetings; and
   c) Individual counselling sessions.

4) Motivation Treatment, which involved working for concrete reinforcement, both individual and group. It also involved the development of sound work habits.

5) Counselling parents and teachers of children who attended the LAC, an aspect which became especially important upon reintegration of the child in his neighbourhood school. It also varied in intensity depending on the perceived need.

The total treatment for each child differed from the treatment of any other child. The mix of various treatments naturally varied according to the child and his needs. One teacher at the LAC was responsible for the intake and the reintegration of the child. While the child was at the LAC, he received instruction from all teachers and the responsibility for program development was shared by all the professional staff. All programs were highly structured and closely monitored.

(c) The SEECC Chronicle

To maintain a relatively informal record of ongoing activities associated with the project, committee members from the Institute of Child Guidance and Development established the *SEECC Chronicle*, an eight-page typed journal. It was mailed to schools in the participating jurisdictions, to school superintendents throughout Saskatchewan, as well as to other interested agencies inside and outside the province. The *Chronicle* was published three times during each of the academic years 1975-76 and 1976-77; the final issue, published during the 1977-78 academic year, comprised a summary report of the whole SEECC project.

As well as maintaining a record of the project as it was developing, a major reason for establishing the *SEECC Chronicle* was based on the principle that the success of any organizational arrangement is partly a function of the degree of perceived involvement of all participating parties. By keeping teachers, principals and superintendents informed about overall developments, it was believed that acceptance and success of the project in which all were partners would be enhanced.

Each issue of the *Chronicle* carried an editorial and short items in a lighter vein. An idea of the nature and substance of the *SEECC Chronicle* can be deduced from the contents of each issue, which are summarized in Table XVIII.

Table XVIII

Contents of the *SEECC Chronicle*

Volume	Issue	Contents
1	1	The SEECC Model. Its history and its future. The resource room concept. Early intervention stressed. Dissemination of information about the SEECC Project.
	2	The first SEECC inservice held. Funding the project. Meeting the need for continuing inservice. Administering the SEECC Model; the principal's role. Priorities for the second year of the project.
	3	Consolidation of Learning Assistance Centre plans. SEECC Model presented to SSTA Branch meeting. SEECC Model and SRSSP explained to Prince Albert educators. Parent involvement in the project. Functions of a resource teacher. Fulfilling the resource teacher role.
2	1	SEECC revisited; organization within schools. Pre-school project launched. Learning Assistance Centre management committee formed. Learning Assistance Centre; progress report.
	2	Learning Assistance Centre officially opened. Resource teacher inservice raises concerns. SCEA Zone 5 Principals discuss SEECC Model. SEECC Pre-school program; progress report.
	3	Development of research design. Portage guide to early education. Remedial resource teacher inservice. SEECC Pre-school program. Superior delivery system. A different approach to resource teacher service.
3	1	Au revoir The Saskatchewan Region Special Services Project; a summary report.

PRODUCT

The implementation of the Saskatoon Region Special Services Project was evaluated by monitoring the effects of selected factors, and the perceptions of those factors by persons who were affected by them. Depending on the nature of the element being studied, evaluations were generally based on either a post-test or a pre- and post-test design. Assessment of the reactions of students, parents and teachers to the Learning Assistance Cenre and of the climate within schools, for example, was carried out through a post-test design. In other instances, it was possible to compare post-test assessment with pre-test assessments made during the gathering of baseline data. It should be remembered that this "baseline" information was, for the most part gathered in the fall of 1975, i.e., at the time when the research project officially got under way, but at least a year after the school units involved had begun a deliberate policy of building up resources for the purpose of the SEECC Model. There had already been, therefore, some moves toward implementation so that any shifts in observed practices and attitudes between the pre- and post-tests are likely to be conservative. That is, if implementation of the SEECC model is interpreted as a "treatment" in the research sense of that word, then the alleged baseline data were not entirely free from treatment effect. An exception to this observation is the assessment of the shift in hopes, expectations and reservations of school principals. Baseline data in this area were obtained during a full-day seminar which was convened when the project was first conceived and before proposed policy had been translated into action in the school units.

(a) Teachers' Judgements of Appropriate Location of Exceptional Children's Education

Implicit to the pre-service teacher preparation program in the Department for the Education of Exceptional Children at the University of Saskatchewan, is a special education delivery model which incorporates and rationalizes the regular class teacher's services for exceptional children. Acknowledging that marginally handicapped children have been and will continue to be educated in the regular classroom, the model proposes that all teachers completing the B.Ed. (elementary) program complete a half class (3 sem. hours) orientation to exceptional children as part of their total program. The class, EDEXC 250, *Methods of Teaching Exceptional Children in the Regular Classroom*, provides both an orientation to exceptional children and an orientation to diagnostic teaching of such children.

While a major objective of EDEXC 250 is to provide regular class teachers with some of the additional competencies required for them to teach exceptional children in their regular classrooms, a secondary critical objective is to foster in these emerging teachers more positive attitudes toward exceptional children. Evidence from both administrative experience and research points to the fact that teachers having the requisite competencies and positive attitudes toward the exceptional children they teach will be more confident about their ability to teach such children (Carlson & Potter, 1972; Harris & Mahar, 1975; Ozer & Dworkin, 1974).

Two studies were carried out during the academic year 1975-76: one with undergraduate students studying EDEXC as part of their pre-service preparation (Sanche, Chapman & Dineen, 1976); and the second with the K-6 teachers receiving EDEXC 250 on an inservice basis, as part of the SRSSP. The purpose of both studies was to determine whether any change in attitude toward teaching exceptional children in the regular classroom occurred following completion of EDEXC 250.

TPOF Study #1: Preservice 250*

Each section of EDEXC 250 was taught by a different professor. All were themselves experienced teachers who had taught exceptional children both in regular and special classes. A coordinator was appointed and several meetings of the five instructors were held in order to insure that there was a common set of objectives and content. A common text was chosen and course outlines were shared among those teaching the class.

The *Teacher Placement Opinion Form* (TPOF), an abridgement of the *Classroom Integration Inventory* (CII) developed by Haring, Stern and Cruickshank (1958) was administered to five sections of EDEXC 250 immediately prior to their first class meeting in September 1975, and again following their last class meeting in December 1975. The TPOF consisted of 30 brief descriptions of different exceptional children. In each instance the teacher was asked to indicate where each child should be placed for educational purposes. Teachers could indicate their recommendations for placement by circling one of the following: (a) in the regular classroom, (b) in the regular classroom, but in consultation with a resource teacher who may supply materials and/or advice, (c) in regular classroom attendance but in the resource room part of each day, (d) in full-time special class, (e) in a special day school, and (f) in a residential school.

Each item on the TPOF was scored by assigning a value of 1 for "full-time regular class" and increasing values to 6 for "full-time residential school." High total scores on the instrument therefore meant that the teacher was recommending more children for special placement while low total scores meant that teachers were recommending more children for regular (or more nearly regular) class placement.

There is evidence that pre-testing subjects using attitude scales tends to affect post-test scores (Campbell & Stanley, 1966). In order to determine whether pre-testing sensitized the students and thereby affected their post-test scores, subjects in one EDEXC 250 section were randomly assigned to two groups, one of which ($n = 19$) was pre-tested and the other ($n = 15$) was not. The post-test mean scores of these two groups were later subjected to a t-test in order to determine if there was a practice effect which might give rise to spuriously significant results.

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* The present section is an edited version of a paper which appeared originally in the *Saskatchewan Journal of Educational Research and Development*. Sanche, R. P., Chapman, D., Dineen, T., 1976.

Table XIX presents a comparison of the TPOF post-test mean scores of the pre-tested and the non-pretested groups. There is no significant difference between the mean scores.

Table XIX

A *t*-test of the TPOF Post-test Mean Scores of the Pre-tested and Non-pretested Groups

Group	n	Mean	S.D.	*t*	*p*
Pre-tested	19	68.73	11.85	1.14	n.s.
Non-pretested	15	73.00	9.25		

Data from the study were analyzed by completing a two-way analysis of variance. Factor A (instructors) had five levels and factor B (Pre/post-test) had two levels.

Findings

Table XX presents mean pre- and post-test scores for each section of EDEXC 250. Lower mean scores indicate more positive reactions to teaching exceptional children in a context which is more compatible with the full-service school. It is important to note that following completion of the EDEXC 250 classes all sections had lower mean TPOF scores.

Table XX

Mean TPOF Pre- and Post-test Scores for Five EDEXC 250A Sections

Instructor	n	Pre-test	Post-test
1	23	74.78	62.22
2	28	74.96	69.18
3	26	71.46	62.00
4	10	69.50	62.70
5	19	73.21	68.74

The variability between instructors was not significant. There were no differences in mean responses to the TPOF according to class sections or instructors (see Table XXI). The main effect for factor B, pre/post-test scores was significant. After they had completed EDEXC 250, teachers responded more positively to the idea of teaching exceptional children in the regular classroom or at least in a setting more closely approximating the regular classroom.

Table XXI

Analysis of Variance of TPOF Pre- and Post-test Scores for Five Sections of EDEXC 250

Source of Variation	Sum of Squares	df	Mean Square	F
Between Subjects	80,860.19	105		
Main Effect A (Instructors)	1,001.03	4	250.25	.317
Subjects within groups	79,747.31	101	789.57	
Within Subjects	50,877.00	106		
Main Effect B (Pre-post EDEXC 250)	2,825.35	1	2,825.35	6.071*
Interaction (Instructors by Pre/post EDEXC 250)	386.02	4	96.51	.207
B × Subjects within groups	47,007.69	101	465.42	

* $p < .01$

TPOF Study #2: Inservice EDEXC 250

The experiment which was first carried out with pre-service education students, described above, was later replicated with teachers from K through 6 of the three school units, all of whom were participating in inservice training as part of the overall project. In the interim between the two experiments, data from the pre-service experiment were used to effect some minor improvements to reduce ambiguity and generally improve reliability; a pilot study designed to compare the original and the improved TPOFs showed that the improvements made no significant difference to subjects' total score, so that scores on the original instrument may legitimately be compared with total scores on the revised instrument.

Findings

As was the case with the pre-service students, the mean post-test score for the inservice students was less than the mean pre-test score, again indicating a shift in overall attitude toward favouring a more cohesive rather than a fragmentary pattern of delivery of special education services. Pre- and post-TPOF scores are shown in Table XXII.

Table XXII

TPOF Scores of Inservice Group

Testing	Mean	Standard Deviation	*t*	*p*
Pre-test	80.72	14.22	3.10	0.002
Post-test	75.83	12.53		

Because teacher anonymity was respected, it was not possible to match individuals' pre- and post-test performance. Hence, the *t*-test had to compare the pre- and post-test means as though they were uncorrelated, which was almost certainly not the case. The true statistical significance of the shift in mean scores from 80.72 to 75.83 following the inservice experience would therefore be even more significant than the estimated probability of 0.002. It appears, then, that experienced teachers' attitudes toward mainstreaming of special educational services along the lines of the SEECC service delivery model can change in a positive direction, as can those of inexperienced teachers in training, following orientation classes in special education.

However, it may be recalled that the pre-test scores of the student teachers of TPOF Study #1 ranged from 69.50 to 74.96, with an overall mean of 72.78 (Table XX, page 76) which is lower (i.e., indicative of a more positive attitude to SEECC model mainstreaming) than the *post*-test mean score (75.83) of the experienced teachers.

Caution should be exercised in interpreting these results even though they tempt speculation that the younger generation of teachers is perhaps more tolerant of the exceptional student, and more prepared to "have a go" at serving these children within a full-service school. Alternatively, might it be that new entrants to the teaching profession have always, actually or potentially, had a positive attitude toward the mainstreaming concept, but that the cumulative effect of practical school experience has made them progressively hard-nosed?

In an attempt to learn more about the possible reasons for the experimental findings, information was analyzed which had been gathered in the original baseline stage. Teachers' TPOF scores were compared with personal traits as indicated by responses to the Personal Data form and the Pupil Problem Perception form. A low, but statistically significant positive correlation was found between the TPOF score and teacher age ($r = 0.224$), while a low, but again statistically significant negative correlation was found ($r = 0.326$) between years of teaching experience and number of EDEXC classes that the teacher had taken. These results are compatible with the hypotheses that younger teachers are more likely to have more university classes in the education of exceptional children, and are more accepting of the presence of exceptional children in regular schools. As all classes relating to the education of exceptional children were non-compulsory at the time of the project, it might be further speculated that younger persons entering the teaching profession begin with a more tolerant attitude toward mainstreaming, have a tendency to opt for classes which aim at increasing competency to teach exceptional children and develop even more positive attitudes toward mainstreaming following their training experiences. For the successful implementation of a SEECC-type model of special education services, the moral seems to be: Recruit the teachers who are to implement the service when they are young and consciously prepare them, not only in competences, but also in attitude for the pattern of service of which they are to become a part.

(b) Analysis of Teachers' Perceptions of Students' Problems

At the outset of the research project period of the SRSSP, i.e., in the fall of 1975, baseline data were gathered concerning the incidence of educationally handicapped children in the three school units, as perceived by class teachers. Information was also obtained about the number of children referred for more specialized help, by means of the Pupil Problem Perception Form (PPF). Results of this survey are to be found in Chapter S4.

In looking for changes in teacher behavior relating to the referral of educationally handicapped children, attention was focussed on (a) the average number of children referred by teachers, and (b) to whom teachers made referrals.

(1) The number of children referred by teachers

At the time of the gathering of baseline data, there had been a wide variation in the number of students referred by teachers in the three jurisdictions who were involved in the project. As can be observed in Table XXIII, Saskatoon East teachers referred, on average, about 60% more children per teacher than did Rosthern or Saskatoon West. Statistically, the variability in referral rates between the three jurisdictions was statistically significant well beyond the 0.001 probability level.

Table XXIII

Pre-test Referrals

	Saskatoon East	Rosthern	Saskatoon West	Total
Students referred	121	104	85	310
Student referrals per teacher	2.47	1.44	1.63	1.79

The followup survey revealed a remarkable reduction in the variability in referral rates between the three jurisdictions during the first year's implementation of the SEECC Model. Table XXIV shows the referrals rate as having increased overall from 1.79 per teacher to 2.14 per teacher significant at the 5% level) but there is no statistically significant difference in the referral rates between the three school jurisdictions. Implementation of a common policy therefore appears to have brought a greater consistency in recognition and definition of children with special educational needs.

Table XXIV

Post-test Referrals

	Saskatoon East	Rosthern	Saskatoon West	Total
Students referred	52	129	87	268
Student referrals per teacher	1.93	2.35	2.02	2.14

(2) Locus of referrals

The increase in student referrals per teacher revealed in Tables XXIII and XXIV appears, on initial examination, to be paradoxical after the introduction of a model which aspires toward the "full-service school." However, it should be remembered that "referrals" include referrals to resource teachers, within the school, which showed a 29% increase during the year, from 1.13 referrals per class teacher to 1.46. The breakdown of agencies to whom teachers referred students, according to the baseline data survey and the followup survey, are shown in Table XXV. From this table, it can be seen that, although only the increase in referrals to resource teachers and the overall increase in the number of referrals are statistically significant, there is an increase in the incidence of referrals to speech therapists which does not quite reach statistical significance. An

increased tendency to solicit the assistance of speech pathologists could reflect the emphasis which is placed, both in the *SEECC Report* and in the teacher preparation program at the University of Saskatchewan on the importance of language and communication in the diagnosis and understanding of children's educational problems, particularly in the elementary grades.

Referrals to "others" showed a statistically non-significant decline. However, it should be remembered that resource teachers were being recruited and employed before the beginning of the research study proper and subjective observation and judgement suggest that the present data represent the continuation of a process that was already in progress, namely that there has been a growing tendency for schools within the three jurisdictions to carry out educational diagnostic and remedial work within their own schools, rather than rely on outside services such as the MacNeill Clinic or the Institute of Child Guidance and Development. Compared with baseline data, teachers' responses to the Pupil Problem Perception Form (Figure 7) showed a significant increase in working with children with special educational needs.

Referrals to educational psychologists remained constant, according to the surveys. It had never been envisaged that the introduction of the

Table XXV

Agencies to Whom Children with Educational Problems were Referred by Teachers from Saskatoon (East), Saskatoon (West) and Rosthern

Referring unit:	Students referred per class teacher:							
	Baseline survey				Post-survey			
	S(E)	S(W)	Ros.	Total	S(E)	S(W)	Ros.	Total
Resource teacher	1.63	0.87	0.99	1.13	1.11	1.14	1.87	1.46
Speech therapist	0.41	0.23	0.11	0.23	0.48	0.35	0.29	0.35
Psychologist	0.33	0.52	0.18	0.32	0.15	0.51	0.25	0.32
Nurse	0.20	0.13	0.28	0.21	0.30	0.37	0.15	0.26
Other	0.27	0.25	0.17	0.22	0.19	0.21	0.11	0.16
Total agencies referred to:	2.84	2.00	1.71	2.12	2.22	2.58	2.67	2.54
Total children referred:	2.47	1.63	1.44	1.79*	1.93	2.02	2.35	2.14*

* Statistically significant increase

"full-service school" along the lines of the SEECC model would decrease the need for the services of community educational psychologists. The acquisition of psycho-educational competences by teachers within the school should lead to the emancipation of psychologists rather than their elimination. For, freed from the need to spend valuable time administering educational achievement and diagnostic tests that do not require advanced specific psychological skills, the educational psychologist is better able to concentrate on exercising those competences which he or she possesses and which are not—nor should be—within the repertoire of the class teacher or the resource teacher.

In summary, therefore, the pre- and post-surveys indicated that the three school jurisdictions showed greater consistency among themselves in the number of referrals they made. Overall, there was a slight increase in the number of referrals, almost all of which was accounted for by the increase in the number of referrals to resource teachers and to speech therapists. The proportion of children referred to the different agencies according to the baseline survey and the followup survey is shown graphically in Figure 13.

(c) Delivery of Resource Teachers' Consultant Services as Perceived by Regular Class Teachers*

The purpose of this study was to determine factors which were related to resource teachers' consultant service delivery in Rosthern and Saskatoon East rural school units. A three-part questionnaire was administered to 81 regular class teachers in nine schools. Sixty-eight of the 72 completed and returned forms were usable. The first part of the questionnaire measured interpersonal relations and the second part measured regular class teachers' perception of resource teacher performance, while the final section evaluated service delivery.

Findings

A number of hypotheses that were formulated were not confirmed in this particular study. These included:

a) a predicted relationship between the number of class teachers per resource teacher in a school, and quality of service delivery; and

b) a predicted relationship between interpersonal relations between resource and class teachers on the one hand, and quality of service delivery on the other hand.

It should not necessarily be concluded from the results of this study that the predicted relationships do not exist. Recognition has to be made of the fact that the schools involved were generally quite small,

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* This section is an edited exerpt from the unpublished University of Saskatchewan M.Ed thesis of the same title, by S. A. Otuyelu (1976).

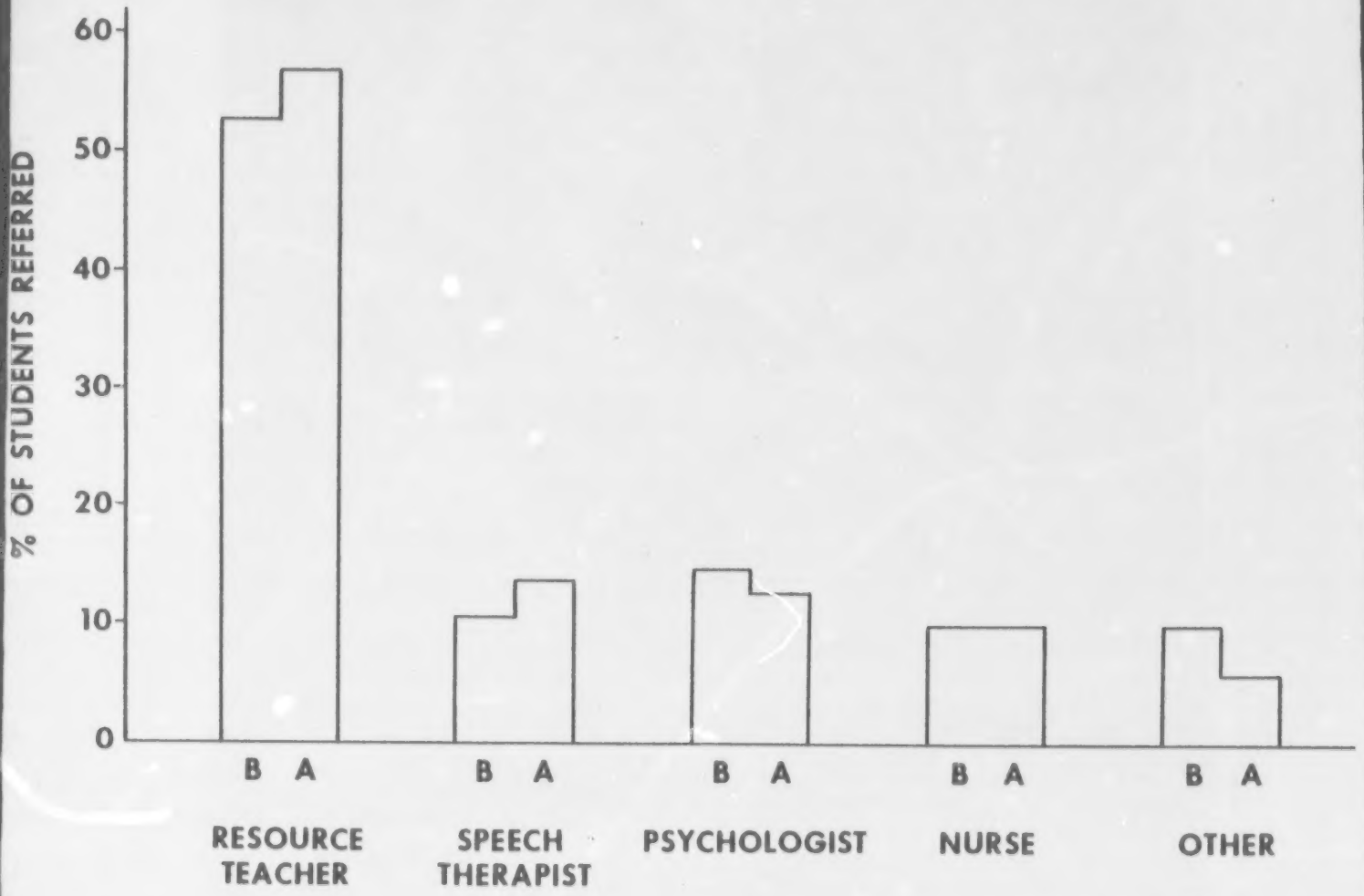

Figure 13 Proportion of referrals before (B) and after (A) inservice.

and in a rural area. It has been demonstrated (Pyrch, 1974) that people in rural areas tend to relate more to each other than do their urban counterparts, and this was almost certainly the case in the rural schools around Saskatoon. In addition to these generally uniformly favourable interpersonal relations, there was also a low class-teacher/resource teacher ratio in the schools participating in the study.

The one relationship that was significant and positive was that between resource teachers' performance and service delivery. That is, regular class teachers who perceived resource teachers as competent and able to perform their duties effectively also reported superior service delivery from the resource teachers.

Conclusions

For a special education program which emphasizes the resource teacher approach to achieve the goal of providing backup services for regular class teachers, education authorities will need to consider access factors, i.e., the physical location of the provider of the service relative to the consumer, the time lag between the consumer's request for services and the receipt of those services, and the number of consumers per provider of the service. Dispositional factors also need to be considered, i.e., emphasis must be placed especially on the competence and the performance of the resource teachers who are placed in the schools. Acceptability of their services depends on the quality of their performance as judged by their colleagues, the regular class teachers.

In the study being described, the regular class teacher/resource teacher ratio was low, i.e., never higher than 12:1. Administrators who deploy resource teachers in a ratio higher than this will need to monitor the relationship between ratio and satisfaction with the quality of service delivery in order to assure that access to services is maintained at an acceptance level.

(d) Principals' Preconceptions and Later Evaluations

Before the implementation of the project, the principals from all schools in the three jurisdictions participated in a one-day SEECC Familiarization Seminar, the time table of which is summarized in Figure 14.

At the end of this seminar, principals were asked to complete an evaluation form to determine their hopes, expectations and reservations. (A copy of the Principals' Evaluation Form is reproduced in Figure 15, p. 89.)

The first section of the evaluation form contained 20 items which asked what differences they thought the SEECC model of special education service delivery would make to their current special education program. The next 13 items asked about activities which would help principals to prepare their regular teachers for a SEECC type of special education

Figure 14. SEECC Familiarization Seminar for Principals: Time Table

Theme: The key role of the principal in the implementation of the resource room approach to special education service delivery

9:00—9:30	Theme Address: *Rationale for change in the way we serve exceptional children in the school units*
9:30—10:15	Discussion and questions
10:30—11:00	*Organization and administration of the resource room*
11:00—11:30	Discussion and questions
11:30—12:15	*Scheduling of pupils*
1:30—2:00	*Cooperative planning between regular and resource teachers*
2:00—2:30	Discussion and questions
2:30—3:00	*Equipment, space, teaching materials*
3:00—3:30	Coffee, discussion and questions
3:30—4:15	*Briefing staff and parents on the new approach to service delivery*
4:15—4:45	Questions, discussion and adjournment

delivery service. A further 12 items asked the principals what they considered to be important features of a SEECC type of special education delivery service for their particular school. The final 17 items recognized that implementing a new program is bound to cause some problems, and principals were invited to check specified problems according to their anticipated seriousness.

The principals were generally positive in their expectancies, but expressed some reservations about regular teachers' ability to cope with exceptional children. They anticipated that the new delivery system would require additional supportive personnel and materials and that, consequently, there would be a need for additional funds.

After two years experience with the new program, the principals were asked to complete an identical questionnaire, except that on this second occasion they were asked what differences *had* been made, what problems *had* arisen, etc., rather than what was anticipated.

There was a striking difference between anticipated needs for additional resources and what actually happened, as can be seen from Table XXVI.

Table XXVI

Anticipated and Experienced Consequences of SEECC Model Implementation
(Responses expressed as percentages)

Item description	Anticipated	Experienced in practice
Increased need for expenditure of local funds*	79	39
Increased need for teacher aides*	73	18
Increased number of support personnel*	87	47
Increase in total amount of operating funds for special education*	100	71
Increased budget for instructional materials	100	58
Increased quality of education for handicapped children	85	95
Increased prestige for school unit	57	74

* Statistically significant differences indicated by asterisk.

All differences between what had been anticipated and what actually occurred were in a positive direction, i.e., things turned out better than had been expected. The same was true of problems that had been anticipated. Table XXVII illustrates the difference in the number of principals who rated items as a "serious" or "somewhat serious" problem.

Table XXVII

Anticipated and Experienced Problems in Implementing the SEECC Model (Responses expressed as percentages)

Item description	Anticipated	Experienced in practice
Friction between regular and special educational staff	19	5
Increase in pupil/teacher ratios in regular classes*	56	17
Budget and financial problems*	67	17
Costs too much in local funds*	44	6
Lack of skill in regular teachers in teaching handicapped children*	87	50
Lack of space for special education rooms and equipment*	69	28
Increase in behavior problems, truancy, etc.	27	5
Lack of information about service delivery model available to schools*	63	5
Complexities in pupil attendance counting	20	5

* Statistically significant shifts indicated by asterisk.

Principals seemed to show some mild disappointment on items which asked about aspects of the SEECC model that were considered important to the delivery of special education services in their own school. Responses to several items showed a shift from "Very important" to "Somewhat important." However, it should be emphasized that there were four response categories and that there was no perceptible shift from "Very" or "Somewhat"

important to "Slightly" or "Not" important. Moreover, the shifts may legitimately be interpreted as indicating that principals' hopes and aspirations were ahead of what it was possible to accomplish during the period of the present project, in the sense of reaching toward the full implementation of the SEECC model. Responses, expressed as percentages, to specific items are summarized in Table XXVIII.

Table XXVIII

Features of the SEECC Model Perceived as "Very Important" Before and After Implementation (Responses expressed as percentages)

Item description	Rated "very important" before implementation of project	Rated "very important" after implementation of project
Handicapped children being served in regular classrooms	75	45
Flexibility in assignment of special education staff	73	42
Concept of continuum of services*	88	55
Sharing of ideas and information between regular and special education staff*	100	63

* Statistically significant.

In preparing regular teachers for the SEECC type of special education delivery service, principals had anticipated, and found in practice, that the inservice was either helpful or "very" helpful. However, a further hint of mild disappointment was apparent from shifts from "very helpful" to "helpful" in assessments of the value of written materials provided by the Institute of Child Guidance and Development and from the school units.

In summary, therefore, the principals' pre- and post-evaluations confirmed findings obtained in similar circumstances in Texas, that anticipated problems turned out to be rather less than expected, and that positive benefits turned out to be somewhat better than expected.

Figure 15. SASKATOON REGION: SPECIAL SERVICES PROJECT

Principals' seminar evaluation

May 1, 1975

What differences do you think a SEECC model of special educational service delivery will make to your current special education program? (Check only one column for each item.)

	Increase	No change	Decrease
Total amount of net operating funds for special education program			
Freedom in the use of such funds			
Need for the expenditure of local funds			
Number of Special Education teachers			
Number of Special Education teacher aids			
Number of special education supportive personnel			
Prestige for school unit			
Prestige for the local community			
Prestige for school principals			
Prestige for the Superintendent			
Quality of education for handicapped children			
Quality of education for normal children			
Contact with university personnel			
The amount of support for special education programs by parents of the community			
Influence on regular education programming			
Influence on regular classroom teachers (e.g. use of instructional materials, teaching methods, etc.)			
Budget for instructional materials			
Number of in-service activities for regular classroom teachers			
Quality of in-service activities for special educational personnel			
Quality of in-service activities for regular classroom teachers			

Which of the following activities would help you to prepare your regular teachers for a SEECC type of special education delivery service? (Check only one column for each item.)

	Very helpful	Helpful	Not helpful
In-service training by school unit special education or administrative staff			
In-service training conducted by Institute of Child Guidance staff			
Written material from school unit special education or administrative staff			
Written material from Institute of Child Guidance staff			
Informal conversations between special education and regular teachers			

.... cont'd

Figure 15 (continued)

What do you consider to be important features of a SEECC type of special education delivery service for your school? (Check only one column for each item.)

	Very important	Somewhat important	Slightly important	Not important
More handicapped children served	____	____	____	____
Language and Learning Disability program	____	____	____	____
Early Childhood program	____	____	____	____
Handicapped children being served in regular classrooms	____	____	____	____
Additional special education funds	____	____	____	____
Flexibility in assignment of special education staff	____	____	____	____
De-emphasis on denoting type of handicap	____	____	____	____
Concept of continuum of services	____	____	____	____
Additional special education materials	____	____	____	____
Additional special education staff	____	____	____	____
Resource rooms available in most schools	____	____	____	____
Sharing of information and educational ideas between regular and special education staff	____	____	____	____
Other (explain)	____	____	____	____

Implementing, or trying to implement a new program is bound to cause some problems. In regard to a SEECC type of special education delivery services, check the following problems as to their seriousness in your school.

	Serious problem	Somewhat serious problem	Minor problem	Not a problem
Too many handicapped children returned to regular grades	____	____	____	____
Administrative time depleted	____	____	____	____
Friction between regular and special education teachers	____	____	____	____
Community misunderstanding	____	____	____	____
Increase in pupil/teacher ratios in regular classes	____	____	____	____
Budget and financial problems	____	____	____	____
Costs too much in local funds	____	____	____	____
Lack of skill of regular teachers in teaching handicapped children	____	____	____	____
Lack of space for special education rooms and equipment	____	____	____	____
Lack of time for planning for a new program	____	____	____	____
Lack of acceptance by parents of handicapped children	____	____	____	____
Increase in number and frequency of behaviour problems, truancy and vandalism	____	____	____	____
Important issues such as grading that need to be resolved	____	____	____	____
Lack of information about the service delivery model made available to schools	____	____	____	____
Negative attitudes by regular teachers toward integration of handicapped children	____	____	____	____
Complexities involved in pupil attendance counting	____	____	____	____
Scheduling difficulties	____	____	____	____
Other _____	____	____	____	____
Other _____				
Other _____				

.... cont'd

Figure 15 (continued)

Do you feel you have an understanding of the SEECC training model?

If not, what is unclear about it?

Has the seminar been instrumental in causing you to amend your views on the education of exceptional children? If so, in what way have your views changed?

If you were helping to plan a future seminar/workshop with similar objectives to today's seminar, i.e. to brief and solicit the co-operation of school principals, what changes would you suggest?

Future workshops are planned for regular school teachers. Have you any suggestions concerning duration, format and content, if you consider something substantially different from today's seminar is called for?

What were the most profitable aspects of today's seminar?

What were the least useful aspects of today's seminar?

(e) Evaluation by Superintendents

By means of a questionnaire (Figure 16) the superintendents of the three fural units were asked about the costs and benefits of implementing the SEECC delivery model of special educational services. A consolidated summary of their responses is presented below.

Costs

(a) *Level 1 services*

Direct costs for providing inservice were minimal, amounting to no more than the cost of refreshment and supervisory travel. The dollar equivalent of the time lost while teachers were involved in inservice was an indirect cost which one superintendent estimated at $4900. It is difficult, if not impossible, to relate cost to benefit, but it is arguable that if the average teacher delivers services whose benefit can be valued in dollars, then if this value were to increase by a half of one per cent as a result of the inservice, the cost would be more than recouped during the course of the academic year following inservice.

(b) *Level 2 services*

The average salary of the 22 resource teachers was $14,384, or $514 per annum more than that of the average class teacher in the rural units. Costs for establishing a resource room varied greatly and were difficult to assess as one of the units purchased materials and hardware from the general budget.

(c) *Level 3 services*

The three rural units contributed 60%, equally divided, toward the operating costs of the LAC. For the 1977 fiscal year, the cost to each jurisdiction amounted to $21,800. Transportation costs varied from student to student, ranging from $94 to $562.

Benefits

The superintendents reported that the inservice sessions had been generally well received by teachers. Specifically, they reported that the sessions helped to:

reinforce their system's commitment to special education;

develop the idea that children with problems are the responsibility of the home room teacher rather than of a special class teacher or special school;

further the liaison between the home room teacher and the resource teacher;

bring the university closer to teachers in the field;

make principals more aware of the needs of exceptional children and the role of resource teachers; and

arouse interest in special education on the parts of boards and local committees.

Other benefits identified by the superintendents centred on the planning process itself. The lengthy pla-ning phase was recognized as having led to a thorough re-examination of the needs of each unit, and a resulting commitment to a comprehensive pattern of special education services. The co-operation between the three units had been seen as extremely positive, and held out the promise of further co-operative ventures. This spirit of co-operation—and not only between the three rural units but also with Rural Health Units, the Department of Education and the University of Saskatchewan—was seen by at least one superintendent as perhaps the single most important achievement of the entire venture.

Figure 16. Superintendents' Questionnaire on Costs and Benefits of Implementing the SEECS Model

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This questionnaire is designed to isolate the costs and benefits of implementing the full-service school concept in special education. In examining the costs, the effort is directed toward isolating actual dollar costs as well as the related non-monetary costs. The latter will be subjective judgments, while the dollar costs will represent the real costs to your system.

Questions relating to benefits are, in many cases, subjective judgments. If you feel you would like to make further comments or elaborate on any question, simply attach these observations to the questionnaire.

A. Stage I Service

1. What direct costs did you incur in mounting this series of in-service sessions?

   a) monetary _____

   _____

   b) non-monetary _____

   _____

2. What effects did the in-service sessions have on teachers in your jurisdiction—with respect to acceptance, identification and programming for exceptional children?

   _____

   _____

.... cont'd

Figure 16 (concinued)

3. Were there any other effects the in-service sessions had?

_____

_____

_____

4. Would you recommend any changes for similar sessions in other systems? Please be specific.

_____

_____

_____

B. Stage II Service

1. Note: "Resource Teacher" column is lettered—do not supply names.
Under "time in resource rooms" list time as percentage of school day.
Under "number served in year" use 1975-76 figures.
Under "number of full time student equivalents" use 1975-76 figures.
Under "salary" use figure as of September 1, 1976.

Resource teacher	Time in resource room	School enrollment K-6	Number served in year	Number of full time student equivalents	Salary of teachers

.... cont'd

Figure 16 (continued)

2. What is the average (mean) salary of K-6 teachers in your system as of September 1/76?

_____

3. What was the cost of establishing a resource room in your unit as of September 1976?

a) materials _____

b) equipment _____

c) capital costs _____

4. a) What are the annual operating expenses for special education in your system? (print, AV, etc.)

_____

b) How many resource rooms are now established in your system?

_____

C. Stage III Service

1. In dollar terms what is your jurisdiction's share of the operating costs of the L.A.C. for 1976?

_____

2. What is your jurisdiction's share of the operating costs of the L.A.C. for 1977?

_____

3. What was your jurisdiction's share of the implementation costs of the L.A.C.? (renovation, materials, equipment, furniture)

_____

4. What transportation costs have you incurred for L.A.C. travel—Sept.-Dec./76 inclusive?

.... cont'd

Figure 16 (continued)

child a) _____ child d) _____
child b) _____ child e) _____
child c) _____ child f) _____ teacher _____

D. Additional costs your system may have incurred in implementing the model.

1. Were there costs in terms of meeting and planning time? Elaborate.

_____

_____

_____

_____

_____

_____

2. Did you reject any program alternatives when you decided to implement this model? Please elaborate.

_____

_____

_____

_____

3. Please give any other comments you have regarding the question of additional costs your system may have occurred in implementing this model.

_____

_____

_____

_____

_____

_____

.... cont'd

Figure 16 (continued)

E. Spin-off benefits implementation of this model may have had in your system. (Note: spin-off benefits are those which are not explicit in the assumptions of the model.)

1. Were there identifiable spin-off benefits in the planning phase of the project? If yes, please elaborate.

_____

_____

_____

_____

2. Were there identifiable spin-off benefits in the implementation phase of the project? If yes, please elaborate.

_____

_____

_____

_____

_____

3. Please identify any other school or system spin-off benefits which you may have noted.

_____

_____

_____

_____

_____

4. Please identify any negative spin-off effects you may have noted during planning or implementation phases.

_____

_____

.... cont'd

Figure 16 (continued)

F. Please use the following space to give any additional comments you feel are pertinent.

(f) The Learning Assistance Centre*

There were four components in the evaluation of operations of the Learning Assistance Centre (LAC) in its initial year of operations:

1) Assessment of students' achievement in basic school subjects.

2) Assessment of students' self-concept.

3) Parental evaluation of the LAC service.

4) Regular school teacher evaluation of the LAC service.

Evaluative instruments

Reading and arithmetic subtests of the Wide Range Achievement Test were used to assess progress in achievement in basic subjects and the Piers-Harris Children's Scale was administered to assess self-concept. Children who attended the LAC were tested on entry and on exit, while the control group children were tested in October 1976, and May 1977, in reading and arithmetic, and on four occasions with the Piers-Harris Scale. These assessments of self-concept in the control groups were carried out in October and December 1976, and in February and April 1977.

Parental evaluation was assessed by means of a structured interview (see Figure 19) and teachers' evaluations were obtained from a written questionnaire (see Figure 20).

* This section is an edited exerpt from the unpublished University of Saskatchewan M.Ed thesis by D. Chapman (1978).

Students

The study was conducted on a sample of students from the four school jurisdictions: Rosthern, Saskatoon (East), Saskatoon (West) and the Saskatoon Catholic School system. As well as the LAC group, two control groups were selected. The LAC group consisted of twenty-one students who attended the LAC during the academic year 1976-1977. The first control group was obtained from seventy-five children who were considered by their teachers to be possible referrals to the LAC. Ten of these children subsequently did attend the LAC, eight had incomplete test results and four moved out of the district. Fifty-three children, therefore, were left in the first control group. The second control group consisted of sixty students, selected from the same rooms as the referrals. They comprised children of the same sex whose name appeared alphabetically next to that of a referred child on the class register.

Changes in Achievement

Because admissions to the LAC were staggered over a period of time, and as the time spent at the LAC varied according to individual needs, it was not practicable to attempt to compare LAC children's progress in academic achievement with any fixed control group. Instead, they served as their own control group by comparing overall average rate of progress during their period of attendance at the LAC with their average rate of progress prior to admission.

As shown in Table XXIX, the mean Reading Quotient, or average rate of progress had been 82 in reading, and 87 in math prior to entry to the LAC. These rates compare with 118 and 220 respectively during attendance at the LAC; that is, their rate of progress increased by about 50% in reading, while progress rate in math more than doubled over what was, on average, a four month period. These effects are portrayed graphically in Figure 17.

Table XXIX

Average Progress in Reading and Math During LAC Attendance

	Mean Grade Equivalent		Achievement quotient at entry	Progress quotient	Progress ratio
	At entry	At exit			
Reading (Spache)	3.4	3.8	82.1	117.8	1.43
Math (Key Math)	4.0	4.7	87.4	220.5	2.53

Note: "Progress Quotient" is the gain in Reading (or Math) Age divided by the increase in actual age during attendance at the LAC.
"Progress Ratio" is Progress Quotient divided by Reading (or Math) Achievement Quotient at entry to the LAC.

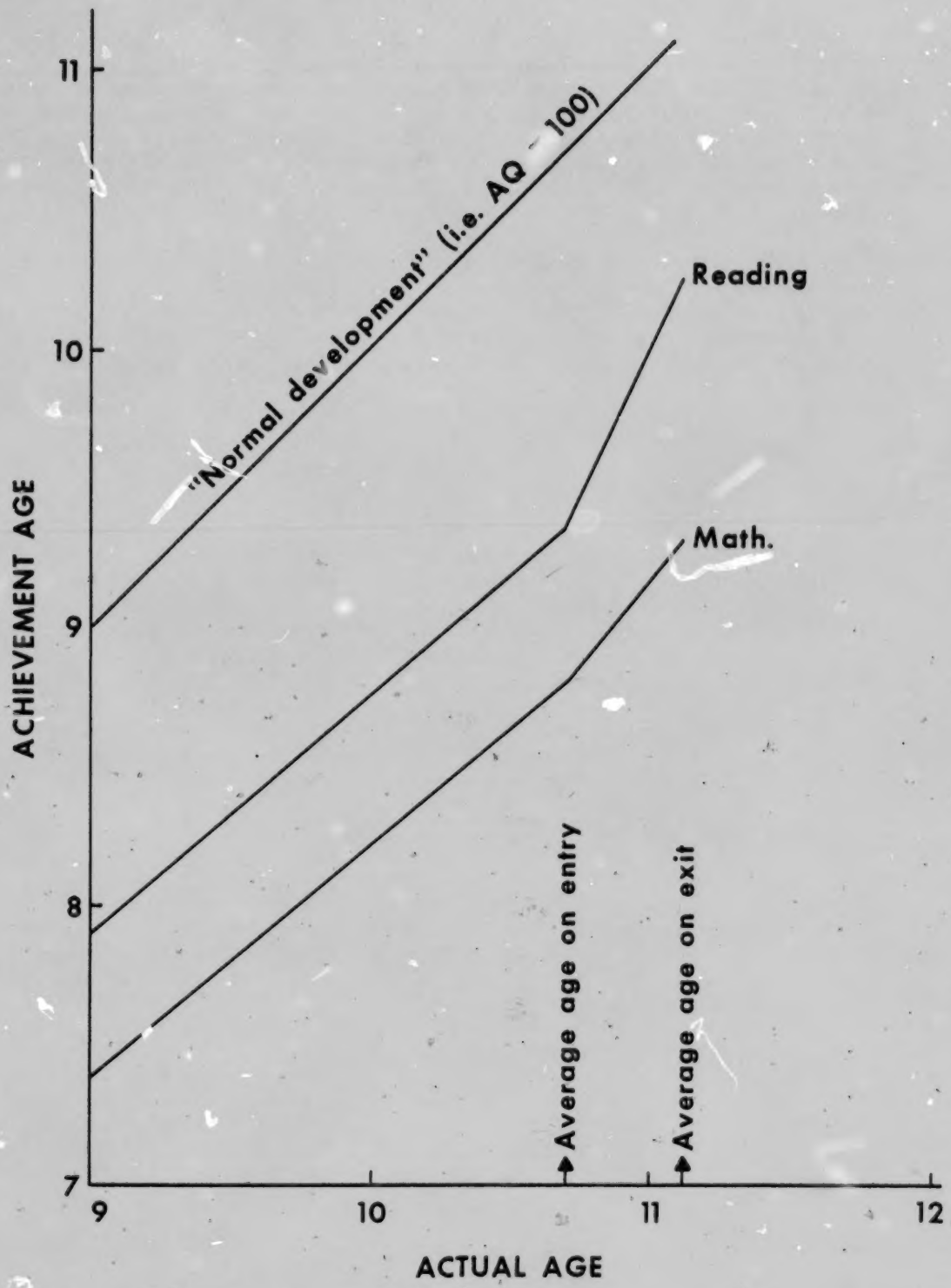

Figure 17 Reading and math progress at LAC.

While these mean gains are highly satisfactory, they should be interpreted with caution. In the first place, they represent the overall average of individual students among whom there were wide fluctuations; one student's progress increased fivefold, whereas the grade level assessed for two students showed slight regression. Secondly, the gains were over a short period and so, as Figure 17 illustrates, achievement at the end of the period of extended diagnosis at the LAC was still generally below average.

For purposes of examining the self-concept of learning disabled students who attended the LAC,* a control group of learning disabled students who did not attend the LAC was obtained. This control group was also assessed for achievement in reading and math, and retested after seven months. The average gains in achievement by this control group over a seven month period did not differ significantly from the average progress made by the LAC students over a four month period.

Changes in self-concept

The self-concept of children attending the LAC was examined in two stages. First, the self-concept on entry to the LAC was evaluated, with the expectancy that self-concept would be lower than normal. Then, the change in self-concept during attendance at the LAC was examined in comparison with the students' own previous self-concept development and in comparison with the development in self-concept of children with similar problems who were not attending the LAC.

In order to test the hypothesis that children with severe learning problems had lower self-concepts than the normal population a one-way analysis of variance of self-concept pretest scores classified on the basis of groupings was employed. The results indicated that there were significant differences between the means. The mean of 60.86 for the second control group (i.e., randomly selected students) was significantly higher than the mean of 48.28 for the LAC students and of 53.0 for the first control group (i.e., students with similar problems who were not attending the LAC). No significant difference was found between the mean of the LAC group and the mean of this control group on entry to the LAC. The data confirmed, therefore, that children who were admitted to the LAC had lower self-concept scores than did the normal population of children of similar age. This result supports the previous findings of Walsh (1956), Black (1974), Rosenthal (1973) and Griffiths (1975).

In order to test the hypothesis that children show a gain in self-concept upon exit from the LAC, pre- and post-scores were compared by means of a *t*-test. The results indicated a significant gain. This gain was also significantly higher than that which could be attributable to practice effect.

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* Described in the next section

In order to test the hypothesis that children who attended the LAC would show a greater gain in self-concept than the children in the two control groups, a one-way analysis of variance was employed. The analysis of gains in self-concept scores according to LAC group yielded an F ratio of 3.666 with a probability of 0.06. Hence the gain of 8.23 for the LAC group compared favourably with control group gains of 5.30 and 2.98, but narrowly failed to reach statistical significance.

Changes in self-concept scores are affected by both treatment and practice. Piers (1969) considers a difference approximating to the 3.76 gain between testings #1 and #2 for the second control group (see Table XXX) to be comparable with that which should be expected from practice effect with normal students. For the LAC students, the entry and exit assessments (testings #2 and #4 in Table XXX) are considered to be the most pertinent and practice-free scores. The gain of 6.4 points is very significantly greater than the comparable gains for either of the control groups.

The author of the self-concept scale has stated:

> Changes in group means on a retest (up to 5 points) have been found to be consistently in the direction of a higher score (more positive self-concept) even if no treatment or manipulations have taken place. (Piers, 1969)

This appraisal lends support to the validity of concluding from the present data that children showed a gain in self-concept on exit from the LAC when compared with similar children who did not attend and when compared with children in the normal population.

Table XXX

Changes in Students' Self-concept

Group	Self-concept score at testing#:			
	1 (Pre)	2	3	4 (Post)
LAC group	48.28	50.13*	—	56.52
Control group #1	53.00	54.94	55.67	55.98
Control group #2	60.87	64.63	66.08	66.17

* Self-concept score on entry to LAC

Self-concept and sex of child

No sex difference was found between self-concept scores of the eight girls and thirteen boys on entry to the LAC; however, girls' mean self-concept score was significantly higher than that of boys on exit from the LAC.

There is some controversy in the research literature regarding sex differences and self-concept. Purkey (1970) said that there seemed to be a stronger relationship between self-concept and achievement in boys than in girls. This was confirmed by Bledsoe (1967) who found that girls scored higher than boys on self-concept measures, and that boys' self-concept scores correlated with achievement, but that girls' scores did not. An opposite finding was reported by Primavera (1974), who found no differences between the self-concept scores of boys and girls. To confuse the issue further, Primavera found that girls' self-concept scores correlated with achievement test results, but only mathematics scores correlated with boys' self-concept scores. The finding of no differences in self-concept when the subjects were classified according to sex on entry to the LAC supported the work of Brookover (1962), Neale and Proshek (1967), Yamamoto (1969), Caplin (1969), Rolfes (1971), Chang (1976), and Piers and Harris (1964).

It is unclear why the girls' mean gain in self-concept scores (11.9) exceeded that of the boys (6.0). It may be that the three female teachers and two female teacher aides had a stronger modelling effect than the solitary male teacher.

Self-concept and type of disability

Children attending the LAC were classified according to whether they were primarily learning disabled or emotionally disturbed. The mean self-concept score of 46.3 for the learning disabled group on entry to the ALC was not significantly different from the mean of 52.2 for the children with emotional problems. Again, on the posttest, the learning disabled group's mean score of 57.0 was not significantly different from the 55.6 for the children with emotional problems. However, it should be borne in mind that the sample sizes were small (13 learning disabled and 6 emotionally disturbed) which necessarily means that the standard error of uncorrelated means is relatively large. Thus, although no statistically significant differences had been found in self-concept scores between the two diagnostic categories, statistically significant gains *were* recorded in self-concept scores for learning disabled students, but not for the emotionally disturbed.

Another factor to be borne in mind is the practice effect which has been well documented on tests of self-concept, and which complicates interpretation of results. The gain of 4.0 in self-concept scores for the control group learning disabled approximates in magnitude to that of the reported practice effect and might therefore not represent a real gain. On the other hand, the gain of 11.7 for the LAC learning disabled group does appear more likely to represent a real gain.

Self-concept and grade level

There is a large body of evidence supporting a decline in self-concept scores as grade level and age level increase (Morse, 1964; Neale & Proshek, 1967; Yamamoto, 1969; Soares & Soares, 1969; Smithson, 1977). Black (1974) found significant negative correlations between self-concept scores and chronological age and school grade in both normal and learning disabled children. However, the present study found no significant differences between self-concept scores at different grade levels.

Self-concept and length of treatment

The actual instruction time for students attending the LAC varied from a minimum of twenty-four days to a maximum of one hundred days. The average length of instructional time was thirty-eight days.

Time at the LAC was measured in terms of instructional days and therefore did not necessarily represent chronological time. That is, a child who attended half days for five months was counted as having attended fifty days and a child who attended full time for two and a half months also was counted as having attended fifty days. Some students left early in the spring term and some stayed at the LAC until mid June. Two-way analyses of variance were carried out in order to test the effects of the total instructional time and the time of exit on the self-concept scores. The results indicated that there was no significant linear relationship between self-concept scores and length of stay at the LAC. There was, however, a significant interaction effect between self-concept and length of attendance at the LAC.

Figure 18 shows the change in self-concept mean scores according to time categories. Group 1, with the shortest stay (20-29 days) had the greatest change in self-concept—a 16.3 point gain. Group 2 (30-34 days) showed a gain of 0.8, Group 3 (35-44 days) a gain of 10.4 and Group 4 (45+ days) a gain of 3.8.

The sample sizes are too small to derive firm conclusions, but inspection of Figure 18 prompts the speculation that an effect similar to that observed in the preschool section of the Saskatoon Project might be operative. That is, an initial surge of enthusiasm and high motivation is followed by a plateau which, in turn, gives way to a less than spectacular, but highly significant and credible growth pattern.

Parents' Evaluation of Learning Assistance Centre

In order to get an idea of how parents perceived the services received by their children and themselves, the parents of the first 21 children who had completed attendance at the LAC were interviewed. A structured interview technique was used, and the format of the interview technique was used, and the format of the interview is illustrated in Figure 19 at the end of the present section.

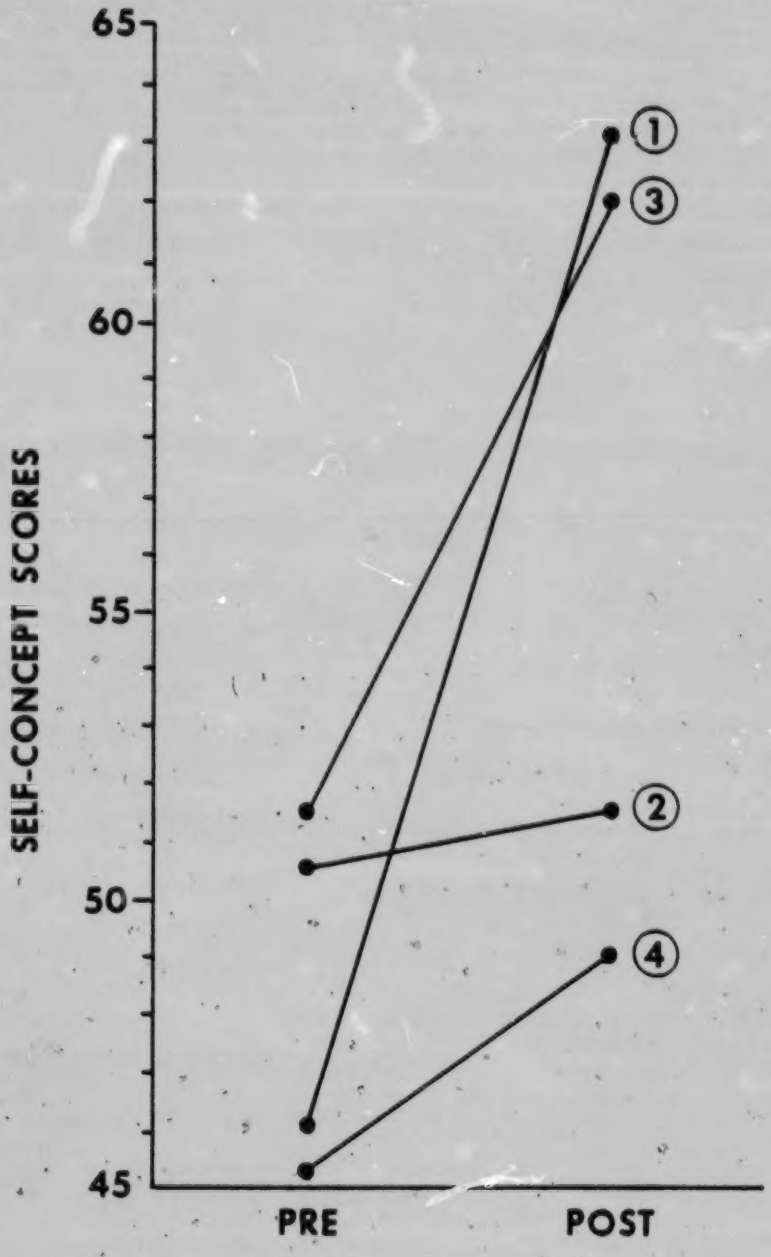

Figure 18 Changes in self-concept scores according to time categories.

Why children were referred to the LAC

Sixteen of the 21 parents interviewed said the reason for referral was that their child was behind in all school subjects. Nine mentioned reading specifically; three mentioned arithmetic and one cited writing and spelling. Four parents identified behaviour or social problems as the primary reason for referral, while one gave perceptual difficulties as the reason for referral.

The idea for a referral to the LAC had usually originated in the school, fourteen cases having originally been referred from that quarter. Three children were considered referrals by home and school co-operatively while one referral originated from the Institute of Child Guidance and Development. Two parents felt it was their continued asking for help which led to the referral.

All children had had some previous help prior to referral to the LAC. Several children had been seen by several agencies: 9 had seen the school resource teacher, 3 had had psychiatric help, 2 had been assessed by the school psychologist, 8 had attended MacNeill Clinic, 3 were in special class placement, 5 had received speech therapy, 2 had been to the Institute of Child Guidance and Development, 3 to the Alvin Buckwold Unit, 2 to the Rehabilitation Centre and 2 to the Reading Clinic of the Separate School Board.

Parents' feelings about referral to the LAC

Sixteen of the 21 parents interviewed were either very positive or positive about the referral, making comments like "very relieved," "pleased," "Finally there was some help." These parents either maintained their positive attitude or felt better about the referral after a period of two weeks. One parent did feel negative after the two week period, wondering if it was "worth the effort." Two parents were initially very negative, one was negative and one non-commital. The negative and neutral parent became positive, while the very negative feelings from two sets of parents were maintained throughout the period of attendance at the LAC. The very negative parents were concerned about their children being removed from the neighborhood school and seemed relieved when the children finished at the LAC. The other 17 sets of parents expressed feelings of satisfaction and pleasure with what had happened to their children as a result of attending the LAC. They made comments like "I feel he has improved," "should have this help year round," "wonderfully dedicated people," "good communication between parents and teachers."

Table XXXI

Parents' attitudes to referral

Attitudes:	at referral time	after 2 weeks	at the end
Very positive or positive	17	16	19
Neutral	1	0	0
Negative or very negative	3	3	2

Children's reported feelings about change in schools

Many of the children referred showed some initial anxiety about changing schools. According to the parents, the attitudes of 13 of the children changed in a positive direction about attending the LAC. Seven children had positive or very positive attitudes prior to attending and maintained these attitudes. Eleven children had positive attitudes prior to attending and 18 had positive attitudes at the conclusion of their stay at the LAC. Ten had neutral or negative attitudes at the beginning and 3 had these attitudes at the end. Many parents reported their children sorry to leave the LAC.

Table XXXII

Children's Attitudes to Referral

Attitudes:	before attending	after 2 weeks	at the end
Very positive or positive	11	18	18
Neutral	3	0	1
Negative or very negative	7	3	2

Attendance and transportation patterns

The length of time for which children attended the LAC ranged from two months to six months. Attendance patterns fell into three groups:

a) half days: 12;

b) full time except for a day or half day in home school per week: 6;

c) 3 days at LAC and 2 days at home school: 3.

Almost all parents voiced satisfaction with the attendance arrangements for their particular child. They were especially pleased with the effort to keep the child in touch with his or her home school; eight parents specifically referred to the social advantages of having the child spend some time in his home school. Two parents mentioned teaching to be a problem in the home school.

There was a variety of methods of transportation for children attending the LAC. Most children were driven by their parents or driven by taxi, or by both (e.g., by parents to LAC and by taxi home). Two children boarded and two came to school on the city bus. The three parents who expressed some dissatisfaction could not suggest any other viable alternative.

Contact with the LAC

Parents unanimously reported contacts with personnel at the LAC to be numerous and useful. The most usual form of contact was by telephone and personal interview. Only two parents reported receiving notes from teachers at the LAC. Many parents reported contact at least weekly, and sometimes two or three times a week; they seemed to feel free to initiate contact on their own. Overall there seemed to be excellent rapport between LAC personnel and parents.

Parents reported observing their child from one to three times. Most parents observed only once. Comments on the usefulness of the observation were mixed. Some felt they were spying and said "I'm glad my parents didn't have that." Others felt relief to learn their child "wasn't as bad as some" and others "appreciated the opportunity," "learned a lot by watching" and observed that "you just don't realize problems until you see them."

Children's reported feelings about progress

Surprisingly, 40% of parents said they were unsure about their child's feelings or attitudes toward any progress he might have made, but many said their child had expressed feelings of pleasure in attending the LAC. They said "he had a good time," or that "he went to a fun school." Some, who reported that the child felt satisfied or very satisfied, said

the child had expressed feelings of increased competence. Comments reported included "I can do things now," "she felt she accomplished something and her stomach aches quit," "He was proud that he went in at grade 2 and came out at grade 5," "the Centre never put him down," "people said he was retarded because he couldn't read, now he feels better about himself."

Parental perceptions of changes in the child

Most parents noted changes in their child's academic school work and in the child's self-confidence. Seventeen of the 21 parents interviewed reported positive or very positive changes in the child's academic school work. Comments included, "everything has come up," "he reads more now," "he went from 5.9 to 6.9 in reading," "he likes to read for himself," "she improved 1½ years."

Sixteen of the 21 parents interviewed reported positive or very positive changes in their child's self-confidence. Comments included, "he was ashamed of his work before," "he'll try more things now," "he's more relaxed—used to get uptight," "the pressure was relieved tremendously—especially in math," "he's more self-assured, he was really down on himself."

Six parents reported a positive change in attitude to school. Thirteen said the attitude was unchanged, but in each of these cases there had been positive attitudes in the beginning which remained positive.

Six parents reported a positive change in general behaviour. Fourteen parents of children with positive or normal behaviours in the beginning reported no change.

Attendance and health were almost unchanged. Nineteen parents reported no change and one a negative change in attendance. Three positive changes and two negative changes were reported in health. The positive changes noted were fewer stomach aches, the ability to chew and swallow. The negative changes involved increases in bedwetting, rashes and stomach aches.

General comments regarding changes noted in the child included: "Socially she does a little better, she's more aware," "he can do many things, doesn't let others do things for him now. It built his confidence up," "he'll go anywhere now; before he wouldn't," "no changes on the surface," "he now reads bedtime stories to other family members; before it was painful to listen to him."

Parents' perceptions of the "greatest" benefits from attending the LAC

Seven parents identified an improved self-concept as the greatest benefit the child received. They said, "he's more confident now," "he feels better about himself," "she felt she could learn—that was reassurance to her as well as to us," "it gave her confidence with people."

Eight parents felt that improvement in academic school work was the greatest benefit. Improvement in reading was identified five times, improvement in mathematics once and general improvement in skill areas twice. One parent felt that learning to read was the prerequisite which enabled the child's self-concept to improve.

Three parents felt that the greatest benefit for the child was the child's improved attitude. Some typical comments were: "to get something, you have to work for it," "the realization she's not alone, there are others with problems," "psychologically—people agree he has the potential of a normal child and that's very important to me."

Two parents felt that individualization at the LAC was the preeminent benefit and one set of parents felt they could not comment on the greatest benefit.

Problems associated with attending the LAC

Twelve parents said there were no problems whatsoever during or after the child's attendance at the LAC. Three parents identified teasing at the home school as causing some problem. One parent also identified the taxi as a problem and the teasing the child received from another child in the taxi. One parent felt the transportation made too long a day for a child. The child being away from home and the adaptation parents have to make were also identified as problems. One parent said the child "didn't like it" and another said "the child didn't know anybody." Even parents who identified problems said that they were trivial ones.

Concerns about child returning to home school

Thirteen of the 21 parents voiced no concerns about their children returning to their home school. Concerns expressed by the remaining eight parents involved:

a) whether or not the child was ready to return;

b) whether or not there would be adequate follow-up by the LAC should problems arise.

Parents who voiced no concerns felt the child was ready to return and expressed confidence in the ability of the home school to carry out the program devised by the LAC staff. These parents also expressed their confidence in the ability of the child to go ahead now that he had the help he needed.

Should LAC be school based?

Parents were unanimous in their decision to have a facility such as the LAC based in a regular school. They felt children should have normal contacts while getting extra help and did not want to see their child segregated or removed from the school environment. Many said their children made friends, not only with other children attending the LAC, but with children in regular attendance at St. Philip as well. Some parents were concerned that their children might be called names if they did not attend a regular school and felt it was important that the child feel he still attended a school. Several parents compared their children's attendance at the LAC to visits they had made in the past to other agencies and reported that the children felt more comfortable attending the LAC.

Final comments of parents

Final comments from parents indicated that nineteen of the twenty-one parents were positive or very positive about the referral and the treatment their children received at the LAC. All but one (95%) expressed the hope that the LAC would continue its program so that other children could be helped. Many wished there were more LACs so that there could be more openings. One parent said, "These kids get pretty desperate, and so do parents." Another parent said, "the teachers' approach there is just utopia—too bad a little of it can't drop into the regular school!" Other parents voiced a final concern about adequate follow-up once their child returned to the home school.

Some parents felt that the reason for the good job done at the LAC could be attributed to the child's lengthy attendance at the LAC. It was not a short term diagnostic service; the teachers at the LAC got to know the child over a long period of time. And finally, one parent said, "I'd be disappointed to hear that it didn't continue. If they can help our son, they can do as much for a lot of others."

To the question: "Would you recommend that other children who are experiencing difficulty attend the LAC?" 18 (86%) parents answered "yes," "definitely" or "we already have." Two sets of parents would not comment unless they knew the situation and one parent felt it wouldn't help a child like hers. Typical comments from positive parents were: "It's wonderful, only unfortunate they didn't have this before," "it seemed to help him, the teachers must be special," "I know people who are searching for answers. I'd recommend money spent on trips, etc. be spent on the LAC," "you don't get those chances very often," "they've done him a world of good so far."

Teacher Evaluation of Learning Assistance Centre

The reactions were assessed of teachers in regular schools whose students had attended the LAC, by means of a questionnaire. A copy of the questionnaire may be found in Figure 20 at the end of the present section.

Twenty-nine questionnaires were mailed out and twenty-one were returned. The questionnaires were mailed out approximately two weeks after the child had returned full time to his or her regular school.

Reasons for referral

Several resource teachers listed more than one reason for referral. Two indicated the child had reading and arithmetic problems as well as behavior problems. In total, 8 children had reading difficulties, 4 arithmetic difficulties and 4 behavior problems. Two others were checked indicating one child with multiple difficulties—auditory, academic and social—and one with communication problems—written assignment and sentence structure.

Most children had been referred by the school; two were joint referrals by the home and school and one return was blank.

Help prior to referral

According to the resource teachers, three quarters of the children had been helped by a resource teacher prior to referral, two had had psychological assessments and one had had psychiatric help. Comments about help from the resource teacher indicated that the children had been seen on a regular basis, usually in a small group. Only one resource teacher reported as having been seeing a child on an individual basis.

Attendance pattern at the LAC

The attendance pattern reported varied widely. A quarter of the children attended full time, the rest being made up of smaller numbers who attended three days a week, half days, alternate days, full time but in home school one day a week and in one case, for 1¼ hours daily.

The resource teachers were equally divided about the suitability of individual attendance patterns, while a half of the rest regarded it as satisfactory and the other half rated it as unsatisfactory. One made no comment. The teachers who found the attendance patterns satisfactory (half day, 3 days a week, full time) generally made no comments, although two said it was necessary to have time in the home school for social reasons. The teachers who felt the attendance patterns unsatisfactory (full time, alternate day, 1¼ hours, one day in home school) made such comments as: "he should have had more individual help," "he would miss school whenever faced with a challenge," "social gains from being in home school were minimal and academically he gained nothing during this time as he didn't fit in," and "time inadequate."

Contact with LAC

Contact with the LAC was by telephone, personal interview and by written report. Usually all three methods were used with each resource teacher. Five reported contact by telephone, 6 by interview and 8 by written report, indicating that for some a written report was the only contact. Three resource teachers did not complete this section.

To the question "How often was there contact between you and the LAC staff?" replies indicated a range of contacts from "1 to 3" through "more than 11." Three did not fill out the section.

Two thirds of the resource teachers reported having observed at the LAC between once and three times. One third had never observed. Only one teacher indicated the observation time to have been sufficient, two felt they didn't have the opportunity to observe, one wished she could observe more, one felt that if she had known what was going on beforehand the observation would have been more meaningful, and one resource teacher felt the communication was adequate even though she never observed.

Changes noted in the child upon return to regular school

Overall, teachers' responses indicated change in a positive direction. Out of 105 possible responses there were only seven negative responses in total compared with forty-nine positive responses and thirty-eight responses indicating no change (Table XXXIII). The most positive change was in the area of self-confidence. Fourteen responses indicated positive or very positive change and five responses indicated no change. The responses summarized in Table XXXIII reveal a significant shift in a positive direction from "unchanged" for each of the five traits which the teachers were evaluating.

Additional, optional comments from teachers were generally very positive. They included "seems more sure and less afraid of making mistakes," "general behavior much more settled now," "he has become more open—he will now talk to me—he will try some of the work when he feels like it," "stomach aches have been eliminated," "her self-concept and self-confidence improved greatly," "seems to be more confident in himself—particularly in reading." Other comments included: "printing slightly improved—still not able to perform at grade level in any area except mathematics at times," "negative behaviors merely hidden before—as confidence increased these behaviors were also noted at LAC," "had some difficulty in readapting when placed full time, but this has stabilized now," "the greatest change has been in attitude and social behavior before LAC—both negative, and regressing toward original."

Table XXXIII

Teachers' Perceptions of Changes in the Child
Upon Return to Regular School

	Very positive	Positive	Unchanged	Negative	Very negative
*Attitude to school	2	7	9	1	0
*General behavior	1	10	5	3	0
**Academic school work	3	8	6	1	0
**Confidence	4	10	5	0	0
*Attendance	1	3	13	2	0
Total	11	38	38	7	0

*Positive shift from "unchanged," significant at the 0.05 level

**Positive shift from "unchanged," significant at the 0.01 level

Changes in children's ability to cope in the classroom

Seven teachers made positive comments about the child's changed ability to cope in the classroom. Six specifically mentioned the child's increased ability to work on his own. Typical of these comments were: "he seems to work by himself without causing disturbance," "is able to complete paper and pencil tasks without having to ask every few minutes if it's OK," and "he has learned to take his time when doing his work, to work independently and to share his teacher with the other children."

The comments which indicated that there was no change were: "not working in any particular group—still alone," "still far below grade level," "still very impulsive behavior—can't cope with large group—too distracting and confusing—noise now bothers him whereas it never did before."

The majority of children seem to have increased their ability to cope in the regular classroom. Thirteen teachers felt positive or very positive about the child's changed behavior and there were no negative responses. Five teachers reported that the child's ability to cope was "unchanged" and three teachers did not respond to the question.

Teachers' perception of the "greatest" benefits the children received from attending the LAC

Eight teachers indicated that the greatest improvement was in the area of the child's self-concept. Typical comments included: "more confident in himself," and "was able to experience success which led to increased self-confidence."

Five teachers mentioned improved work habits as the greatest benefit. Comments included: "being able to cope alone for greater periods of time," "desire to get right down to work—value of school became important to him," "learned to use programmed material independently," "self-discipline and behavior control—he tried hard now at a task without giving up and becoming a distraction to other children."

Two teachers mentioned improved academic skills. They said: "increased self-confidence in reading and retention of math facts" and "a slight gain in reading."

One teacher said the "individual attention" was the greatest benefit and one teacher said the child "was untestable before and how he's testable." Four teachers did not respond to the question.

Problems associated with children attending the LAC

Six teachers reported no problem. Social and behavior problems were identified by five teachers. Comments included: "child not in social setting half the time," "problems with behavior of both child and parents," "readjustment to large group," "has attitude that there are certain things he cannot do and therefore doesn't even try." Problems the child had in missing the regular program were identified by two teachers who reported that the child "fell behind in other subjects." Other comments were: "program for two days back had to be consistent with LAC," "was not a proper placement," "too fast in pushing him back to regular classroom when he wasn't ready skill-wise" and "knowledge of arithmetic decreased, attitude of reward reinforced at LAC—can't be catered to in ordinary class." Four teachers did not respond to the question.

Summary and conclusion

Teachers generally identified positive changes in the children upon their return to full time regular class. Improvement in children's confidence and general behavior were mentioned most, with improvement in academic school work ranking third. Most teachers felt that the children were more able to "cope" in regular classroom. The major problems identified by teachers on the child's return were of a social or behavioral nature.

Overall Summary of Findings Relative to the Learning Assistance Centre

In the sample under study:

1) Children who were admitted to the LAC had significantly lower self-concept scores than did the normal population.

2) On exit from the LAC students showed a significant gain in self-concept scores.

3) When compared with other children who had similar learning problems, children who attended the LAC showed no significant differences on their pretest achievement scores.

4) The academic achievement of children who had attended the LAC was significantly superior statistically to their pretest scores.

5) Children who attended the LAC did not show a greater gain in achievement than children with similar problems who had not attended the LAC.

6) Children showed no significant difference in self-concept on admission to the LAC when classified according to diagnostic category.

7) Children showed no significant differences in achievement on admission to the LAC when classified according to diagnostic category.

8) Children with learning problems made significant gains in self-concept in both the experimental group and control group. Neither experimental nor control group children with emotional problems made significant gains in self-concept.

9) The self-concept scores of children did not decline as grade level increased.

10) The self-concept scores of children did not decline as age level increased.

11) Changes in self-concept were not associated with changes in achievement.

12) There was an interaction effect, of an apparently complex nature, between the length of stay at the LAC and the change in self-concept scores.

13) Findings from the Parent interviews were:

a) Parents were generally positive to the referral—both prior to the referral and after completion of attendance at the LAC.

b) Children's attitudes, while ranging from positive to apprehensive prior to attendance, were generally positive upon completion of attendance at the LAC.

c) Attendance patterns were varied and satisfactory to the parents.

d) Parents overwhelmingly claimed to note positive or very positive changes both in their children's academic work and self-confidence.

e) No significant problems regarding the child and the LAC were identified by parents.

14. Findings from the Teacher Questionnaire were:

a) Teachers generally identified positive changes in the children upon their return to full time regular class. Improvement in the child's confidence and general behavior were mentioned most, with improvement in academic school work ranking third.

b) Statistically significant improvements in attitude to school, general behavior, academic school work, confidence and attendance were found in teachers' ratings of children who had attended the LAC.

c) Most teachers felt the child was more able to cope in the regular classroom.

d) Teachers saw the greatest improvement in the area of the child's self-concept and in improved work habits.

e) The major problems identified by teachers were of a social or behavioral nature.

Figure 19. INTERVIEW SCHEDULE FOR PARENTS OF CHILDREN ATTENDING THE LAC

1. Why was your child referred to the LAC?

   reading difficulty _____ behavior difficulty _____
   arithmetic difficulty _____ above average ability _____
   other _____ Please state _____

2. Did the idea for further educational help originate

   with the home? _____
   with the school? _____
   other _____

3. Did your child receive any extra help prior to his/her referral to the LAC?

   school resource teacher _____ psychiatric _____
   psychological _____ other _____

   Elaborate _____

   _____

4. a) How did you feel about the possibility of your child attending the LAC?

   very positive / positive / neutral / negative / very negative

   b) How did you feel after he was attending for two weeks?

   very positive / positive / neutral / negative / very negative

   c) How do you feel now?

   very positive / positive / neutral / negative / very negative

5. a) How did your child feel about the possible change in schools?

   very positive / positive / neutral / negative / very negative

   b) How did he/she feel after attending for two weeks?

   very positive / positive / neutral / negative / very negative

   c) How does he/she feel now?

   very positive / positive / neutral / negative / very negative

.... cont'd

Figure 19 (continued)

6. a) How long did your child attend the LAC?

less than 1 month _____ 2-3 months _____
1-2 months _____ 4 or more months _____

b) What was the attendance pattern?

half day _____ full time _____
alternate days _____ other _____

c) Was the attendance pattern satisfactory? _____

Elaborate _____

_____

7. How was transportation provided to the LAC?

parents drove _____ other person hired _____
school bus _____ taxi _____
other _____ Please state _____

8. How satisfactory were the transportation arrangements?

_____ _____ _____ _____ _____
very satisfactory satisfactory unsure unsatisfactory very unsatisfactory

Comment _____

9. a) How was contact with the Learning Assistance Centre staff arranged?

letter _____ telephone _____ interview _____

b) How often did you consult with the LAC staff on your child's progress? (at home or at school)

1-3 times _____ 4-6 times _____
11 or more times _____ 7-10 times _____

10. How often did you or your spouse observe at the LAC?

1-3 times _____ 4-6 times _____
11 or more times _____ 7-10 times _____

11. How does your child feel about his/her progress at the LAC?

_____ _____ _____ _____ _____
very satisfied satisfied unsure dissatisfied very dissatisfied

Comment _____

.... cont'd

Figure 19 (continued)

12. Comment on any changes you have noted in your child since he began attending the LAC.

a) attitude to school

positive change _____ very positive _____ positive _____ unchanged _____ negative _____ very negative negative change

b) general behavior

positive change _____ very positive _____ positive _____ unchanged _____ negative _____ very negative negative change

c) academic school work

positive change _____ very positive _____ positive _____ unchanged _____ negative _____ very negative negative change

d) confidence

positive change _____ very positive _____ positive _____ unchanged _____ negative _____ very negative negative change

e) attendance

positive change _____ very positive _____ positive _____ unchanged _____ negative _____ very negative negative change

f) health

positive change _____ very positive _____ positive _____ unchanged _____ negative _____ very negative negative change

g) Elaborate on any of the above or additional changes you may have noted.

_____

_____

_____

13. Do you have any concerns about your child returning to his/her home school?

Yes _____ No _____

.... cont'd

Figure 19 (continued)

Elaborate _____

_____

14. How long did it take to fully re-integrate your child to the regular school system?

1 week _____ 2 weeks _____ more than 2 weeks _____

Comment _____

15. a) Is there an advantage to having the LAC based at a school? _____

Why? _____

b) Should the LAC be located somewhere else?

attached to medical base _____
on its own _____
in school board office _____
other _____

16. a) What was the greatest benefit your child received from attending the LAC?

_____

b) What was the greatest problem resulting from your child's attendance at the LAC?

_____

_____

c) Would you recommend that other children who are experiencing difficulties at school attend the LAC? _____

Elaborate _____

_____

_____

17. Any other comments?

_____

_____

Figure 20. QUESTIONNAIRE TO TEACHERS OF CHILDREN ATTENDING THE LAC

1. Why was the child referred?

reading difficulty _____ arithmetic difficulty _____
behavior difficulty _____ above average ability _____
other _____ Please state _____

2. Did the idea for further educational help originate

with the home? _____
with the school? _____
other? _____ Please state _____

3. What extra help did the child receive prior to his/her referral to the LAC?

school resource teacher _____ psychiatric _____
psychological _____ other _____

Elaborate _____

_____

4. What was the attendance pattern?

half day _____ full time _____
alternate day _____ other _____

5. Was the attendance pattern satisfactory? _____

Elaborate _____

_____

6. a) What form did contact with the LAC take?

letter _____ telephone _____ interview _____
written report _____

b) How often was there contact between you and the LAC staff?

1-3 times _____ 7-10 times _____
4-6 times _____ 11 or more _____

Comment _____

.... cont'd

Figure 20 (continued)

7. How often did you observe at the LAC?

1-3 times _____ 4-6 times _____
11 or more _____ 7-10 times _____

Comment _____

8. Comment on any changes you have noted since the child returned to regular school.

a) attitude to school

positive change _____ very positive _____ positive _____ unchanged _____ negative _____ very negative negative change

b) general behavior

positive change _____ very positive _____ positive _____ unchanged _____ negative _____ very negative negative change

c) academic school work

positive change _____ very positive _____ positive _____ unchanged _____ negative _____ very negative negative change

d) confidence

positive change _____ very positive _____ positive _____ unchanged _____ negative _____ very negative negative change

e) attendance

positive change _____ very positive _____ positive _____ unchanged _____ negative _____ very negative negative change

f) Comment on the above or any other change noted.

_____

_____

9. How long did it take to fully re-integrate the child to the regular school?

1 week _____ 2 weeks _____ more than 2 weeks _____

Comment _____

.... cont'd

Figure 20 (continued)

10. Has the child's general ability to cope in the class room changed?

positive change (increased)	very positive	positive	unchanged	negative	very negative	negative change (decreased)

Comment _____

_____

11. a) What was the greatest benefit the child received from attending the LAC?

_____

_____

b) What was the greatest problem resulting from the child's attendance at the LAC?

_____

_____

12. Would you refer other children who are experiencing learning difficulties to the LAC? _____

Elaborate _____

_____

_____

13. Any additional comment?

_____

_____

_____

_____

(g) Climate Within Schools*

In order to evaluate the final stage of the Saskatoon Region Special Services Project, the superintendents of the three jurisdictions of Saskatoon East, Saskatoon West and Rosthern nominated two schools from each unit. The first school was deemed to have used the full service school model to its maximum potential. The second school was considered to have been less successful in utilizing the model.

A form letter was sent to the principal of each nominated school. It stated that a graduate student from the Institute of Child Guidance and Development had received permission from the superintendents of the region to conduct structured interviews in six schools. Regular classroom teachers from kindergarten to year six, resource teachers and principals were asked to participate in these interviews. The purpose stated was to obtain feedback on how well the model was working in that region. Only the names of the six schools were revealed, i.e., not the reason for a particular school's selection.

In the case of the regular classroom teacher, consultation with the principals and the interviewer narrowed the selection of the interviewees to one teacher representing each grade/year level in order to avoid the duplication of teachers representing a split grade situation or several teachers representing the same grade level.

Data collection

Prior to the actual period of data collection, permission was granted from the principal of Clavet School (Saskatoon East) to allow the interviewer to carry out practice interviews with a regular class teacher, resource teacher and principal. As well as helping the interviewer to become more adept, this arrangement also indicated a need for some modifications in the structured interview form. The interviews in the six designated schools were carried out during the last month of the 1976-77 academic year.

Description of the structured interview form

Eight major areas were chosen to examine the factors involved in implementing a successful full service school model:

1) instructional materials;

2) evaluation of indirect services from the resource room;

3) evaluation of services from regular classroom teachers;

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* This section is an edited excerpt from the unpublished University of Saskatchewan M.Ed thesis by V. A. Z. Adams (1980).

4) evaluation of direct services from the resource room;

5) reaction to direct service intervention;

6) evaluation of overall resource room services;

7) role expectations of resource teachers; and

8) school relations with outside agencies.

Individual items in the structured interview were number coded. The summary of teacher responses which follows is arranged in paragraphs, the sub-headings of which correspond to the code number of specific items. Thus, the reader can refer to the actual items of the interview forms (see Appendix). The numbers also facilitate cross reference (a) between responses by the two groups of schools, so that inter-group comparisons can be made, and (b) bwtween class teacher and resource teacher responses (see pages 127-161).

Some changes in wording of the interview form for class teachers were necessary in order to make it appropriate for resource teachers. These changes were kept to a minimum, with the result that two parallel interview forms emerged, one directed to class teachers and the other, covering precisely the same specific topics, directed to resource teachers.

Interview techniques

The interviewer assumed a role playing stance. When interviewing a regular classroom teacher the role of a resource teacher new to the particular school was adopted. The role of a new regular teacher was assumed when interviewing resource teachers. This proved an effective method of eliciting relevant yet spontaneous responses. The oral responses of the regular classroom teacher were recorded on cassette tape to insure an unbiased and accurate account by the interviewer.

All responses were then transcribed on paper. Care was taken on the part of the interviewer to transcribe pertinent information only. Comments unrelated to the subject matter were not recorded in writing.

Regular Teacher Responses

Instructional materials

Item Reference

1000 This section centered on the availability, quantity, quality and appropriateness of instructional materials for children with learning problems.

Responses of teachers in schools with a more effective degree of implementation

1100 Almost all the teachers in the more effective schools viewed the resource teacher as the primary contact or avenue through which to requisition materials. Secondary choices involved the principal or unit office in the region. Each teacher generally felt there were several options to pursue in gathering special materials for their pupils.

1200 There was a general feeling of optimism that if the school did not have the materials, the administration (unit office, assistant superintendent, principal) would comply with a reasonable request. Also, most teachers showed an aggressiveness in describing which resource they would tap for the acquisition of materials.

1400 In discussing the appropriateness of the materials, the teachers were asked to consider their impact, ease of operation and adaptability for the pupils. Although there was an enthusiastic response by the teachers that most materials reached the child's level of instruction there were a few reservations. One teacher perceived a "stigma" in using materials that had been designated for special education. In response to question concerning the appropriateness of materials in meeting a particular problem, half of the teachers said it did so, whereas the rest cited the need for materials that would apply to more specific needs such as emotional problems. There was general agreement about the ease of operating the materials, although several teachers acknowledged help from the resource teacher in planning and using the materials. When confronted with the question regarding the adaptability of the material for the rest of the class, those teachers who agreed unhesitatingly that the material could be used for other class members, mentioned utilization for the "gifted", "for fun" and for "the sense of sharing". Approximately an equal number of teachers regarded the materials only as reinforcers or supplements.

Responses of teachers in schools with less effective degree of implementation

1100 While most teachers specified the resource teacher as a source of information for the acquisition of materials, their responses would invariably include two choices: the school-based resource teacher and an outside

resource person, usually the assistant superintendent. One teacher mentioned the principal as a last resort because "he would probably not understand" the teacher's specific requirements.

1200 If the school did not have the materials, most teachers regarded their chances of receiving them with a slight tinge of cynicism (". . . if everyone gets on the bandwagon then we'll get special materials."). As well, some teachers made reference to cost factors and bureaucratic red tape. The overall reaction was one of tempered optimism. Optimism increased as the teachers discussed the distribution of materials within the school. In fact, this group appeared more satisfied with the level of available supplies than their counterparts in the more effective schools.

1400 In appraising appropriateness of actual material in reaching and remediating a particular problem, there was a general consensus agmonst the teachers as to its effectiveness. As well, some teachers showed an awareness of selecting materials according to an individual child's need. ("It zeros in if you spend time on the problem." "You have to pick and choose for the specific area you are working on.")

Once the materials were in use and proven to be effective with individual students, the general tone of responses suggests that the teachers felt confident in sharing the instructional resources with the rest of the class, just as their colleagues in the more effective schools.

2000 **Evaluation of indirect services from the resource room**

Responses of teachers in schools with a more effective degree of implementation

2100 When posed with the question of how their school checks out a suspected learning problem, most teachers named the resource teacher as the first line of attack in their detection program. They appeared thoroughly briefed on the procedures which the resource teacher would use in assessing the problem, and there was a sense of cooperative action between the teacher initiating the referral of a suspected learning problem and the resource teacher acting promptly on the case.

2200 This bond of cooperation developed into an expression of strong support for the resource teacher when regular classroom teachers were asked to assess the usefulness of their school's intervention service in learning problems. Those teachers who were most positive underlined their support with statements indicating they now had someone to share the responsibility of a child's problem. ("I'm not alone anymore.")

2300 As a result of this interaction between the resource and regular teacher three distinct patterns of decision making evolved for initiating a plan for a student in the regular classroom. The most frequent pattern of action involved both the resource teacher and principal. Seeking consultative help

from the resource teacher followed a close second. The third pattern was one in which the resource teacher worked jointly with the rest of the teaching staff. Only a few teachers clung to completely independent action in their own classroom.

2400 Once a plan was under way in the classroom, the resource teacher was an almost unanimous choice as a fount of information regarding materials and activities. Most regular teachers felt that, in the resource teacher, they had an outlet which had been proven knowledgeable and practical. Only two teachers differed from the majority, both preferring the assistant superintendent because, in one instance, he was "a personal friend" and the other because he had "more materials at his disposal".

2500 If a child with social and emotional problems was involved, the teacher was questioned as to whether or not appropriate advice was available. Most teachers perceived that there was a definite source of aid, which they generally recognized as the school principal. Other agencies followed, such as the McNeil Clinic, the educational psychologist, fellow colleagues and, in some instances, the "cooperation of the resource teacher". Even teachers who were inexperienced or unsure of how to deal with behavioral problems indicated the principal as the primary source of advice.

2600 The final question concerning indirect aid dealt with advice in the placement of pupils at the appropriate subject levels. One school showed a preference for a group decision based largely on input from the resource teacher. Teachers in another school were divided between group decisions based on standardized test results and principal-teacher decisions. In the third school, the resource teachers were the dominant figures in designating pupil placement.

Responses of teachers in schools with a less effective degree of implementation

2100 Only a minority of teachers suggested the resource teacher as a source of detection in checking out a learning problem. More typically, teachers acknowledged the need for backup services and decision making support in diagnosing a suspected learning problem, but listed the principal, the unit administrative staff and educational psychologist as supportive personnel. In some responses there was an indication that the regular teachers would first assess the problem and then decide as to which route to follow. ("I really feel I have enough experience to judge most cases fairly accurately and if I feel there's a problem I go to the resource teacher because this is supposed to be her thing.") Two of the three schools used the term "remedial reading" teacher synonymously with "resource teacher".

2200 In evaluating the usefulness of their school's detection system on mild learning problems, the teachers gave muted endorsement, assessing the services in realistic terms by considering the factors of time, staffing and funding. They felt the "newness of the system" precluded any in-depth analysis of its potentialities.

2300 When asked about drawing up an individual classroom plan, not once did a teacher unequivocally choose indirect aid via the resource teacher. If a teacher had any leanings towards this service it was mentioned hesitatingly or as an adjunct to involvement of the principal and assistant superintendent. The teachers manifested a strong sense of "doing it myself" or talking it over casually with their fellow teachers. Also, there seemed to be a strong urge to involve the principal if they are going to involve anyone.

2400 The most frequently cited sources for materials were, in order of preference, assistant superintendent, librarian, principal and reading consultant. Responses which mentioned the resource teacher as an outlet were tempered by a vague preamble such as "if you ask", "I suppose", "if I ask".

2500 Responses to the question of receiving appropriate advice for formulating a classroom plan for a child who is "acting out" did not reveal any clear pattern. Choices were spread evenly between the principal, educational psychologist and fellow staff members. A fair proportion of answers suggested that the availability and appropriateness of help for behavioral problems was an area of concern.

2600 One school relied on the principal for the final decision concerning pupil placement in specific subject areas, with the resource teacher playing the minor role of tester/examiner. In another school the resource teacher was more prominent, while in the third school, the task of assigning students to reading groups was divided evenly between the assistant superintendent and the resource teacher.

3000 **Evaluation of services from regular classroom teachers**

Responses of teachers in schools with a more effective degree of implementation

3100 This set of items gave teachers an opportunity to pursue, to a limited extent, a form of self evaluation regarding how well they were able to identify and remediate learning problems within their own classrooms. The items evoked responses that were frank but reflective. In order to ensure some compatibility between responses, teachers were encouraged to answer "most times", "sometimes" or "few times".

3500 Slightly more than half the teachers were confident they could, on most occasions, pinpoint the characteristics of a learning problem. Only one teacher admitted doubt in her own capabilities by responding "few times".

3600 However, only three teachers expressed confidence in their ability to set up goals or an overall design for remediation. The rest replied that they could set appropriate goals some of the time.

3700 Responses to the question regarding the use of suitable teaching strategies and materials demonstrated greater self-confidence. Half of the teachers

said that in most instances they could employ the suitable teaching methods or strategies. The remainder were slightly less positive and replied "sometimes".

3800 When asked how often they could call upon the resource teacher for help when confronted with a particular problem, nearly all teachers responded "most times". Only two teachers said "sometimes" and no one replied "few times".

Responses of teachers in schools with a less effective degree of implementation

3500 Slightly more than half of the teachers voiced confidence in their own abilities to zero in on a particular learning problem. Only two teachers indicated that they felt able to do so only a "few times".

3600 Nearly half of the teachers viewed the task of establishing appropriate goals as one which they could perform "most times". The rest felt a slightly diminished capacity for this exercise by signifying "sometimes". Only one teacher replied "few times".

3700 Responses were similar when the teachers discussed their use of teaching materials and techniques. Half of the group believed they had a repertoire of teaching strategies to challenge a situation "most times". The other half responded with the notion of applying suitable methods some of the time. Again, only one teacher said "few times".

3800 As was the case for teachers in the more effective schools, the majority of this group of teachers concurred that they could count upon the help of the resource teacher "most times". One teacher dissented by stating this help was forthcoming in few instances.

4000 **Evaluation of direct services from the resource room**

Responses of teachers in schools with a more effective degree of implementation

4100 When teachers were asked to consider who should decide timetabling for special student services, their responses revealed a three way split. The largest group suggested joint cooperation between themselves and the resource teacher. A slightly smaller group stated emphatically that they were responsible for arranging time slots for their students. The third group judged the resource teacher as best suited to arrange the scheduling. Principals were never mentioned nor included as part of the decision-making team. Not one teacher felt the need to have the principal intervene or advise on the situation.

According to further questioning about last year's pattern of student scheduling, there was minimal difference between teachers' expectation of what the situation should be and the way it exists in actual fact.

4310 The responses of the teachers voiced similar concerns about grouping. While they stressed the idea that grouping would eliminate the duplication of services, they were anxious about the children's self concept (especially the older children grouped with younger children), group size and age differential.

4320 As the discussion progressed, teachers were invited to comment on the arrangement of student services as they filled the individual teacher's timetable. It was evident that the majority wanted complete control of the matter of scheduling. "I hate to see a child miss prime time." (In Division I, this meant the morning slot normally reserved for basic core subjects.) As well, Division I teachers were uneasy over the fact that their early morning routine would suffer. Division II teachers felt their subjects were "too important to miss". The teachers who dismissed the matter of who actually determined the timetabling did so on a pragmatic basis. ("The students were getting help whenever they could take it.")

4330 Scheduling procedures invariably led to the question of missing core subjects. Most teachers were comfortable with the notion that if a child missed one of the "3 r's" in class it would be covered by the resource teacher's remedial efforts. Although they repeatedly stressed that it was very important not to miss reading or math, they were willing to readjust their program to meet the child's needs. ("We all work in conjunction with the resource teacher.")

4340 When questioned regarding timetabling for children with social and behavioral problems, all teachers reacted strongly to the term "behavioral" problems. It seemed difficult for them to define it in terms they felt comfortable with, and responses appeared to be related to the individual teacher's approach to behavioral problems. The seven teachers who said behavior problems were important for timetabling did so without qualification; they felt time was of the essence in getting at the problem. Of the five teachers who said that it was not important, most felt it could be handled within the classroom. There was a suggestion that perhaps behavioral problems lay outside the province of a resource teacher and that deviant behavior could be a temporary phase or aberration—something that both the teacher and student would have to learn to cope with. The remainder took a "wait and see" position. They would refer the child after a period of observation and assessment of their own.

4400 As a final analysis, teachers ranked factors involved in the process of timetabling in order of importance. Scheduling groups with similar needs was rated as of primary importance, although some teachers found difficulty in deciding between this and "convenience of the regular teacher", which was ranked second. Ranked third was "the importance of not missing core subjects". The last item in order of preference was the one concerning children with difficulties in adjusting socially and emotionally.

4500 There was a definite expectation of resource teacher feedback in all cases. Specific requests were made for verbal reports on the child's educational progress on a daily or weekly basis. As well, progress reports on the child's emotional state were requested.

4610 One school had instituted a system of written feedback. The resource teacher recorded the pupil's program, progress and duration of service which was given to the classroom teacher, the information being then transcribed into the pupil's file stored in the principal's office. The other schools relied mainly on verbal feedback, the only written part consisting of assessment scores. Comments referred to the problem of physical separation (the resource teacher was in a separate building) and the absence of consultation time.

4620 However, these problems did not detract from positive reactions when the teachers were asked to evaluate the usefulness of resource teacher feedback. While admitting the resource teacher's input was mostly of being a "child's diary", teachers acknowledged and appreciated the "constant communication" and the shared responsibility. Although there was some mild dissension as to whether written or verbal reports were more useful, most teachers agreed there should be more.

Responses of teachers in schools with a less effective degree of implementation

4100 In one school, timetabling decisions were perceived as a combined effort on the part of principal, resource and regular teachers. In the second school, a total negative response indicated that the principal had abrogated both the regular teachers' and resource teacher's responsibilities to control scheduling. ("It was set by the principal and we had to work around it.") The third school's responses showed that actual experience matched expectations. Those teachers who wanted the particular combination that they stated received it.

4310 All teachers but one accepted grouping children with similar needs within the resource room. However, some teachers qualified their endorsement by anticipating possible future problems. The lone dissenter hinted at labelling through familiarity. ("Everyone knows each other in a small school.")

4320 The teachers divided into two distinguishable sub-groups when confronted with the dilemma of scheduling children for services which conflicted with the teacher's own timetable. A slight majority favored maintaining control over the timetable. They spoke in terms of "not missing the basics" or the necessity to "making up time" by the student. The other group talked in terms of compromise, flexibility and "working around anything that will help a child".

4330 On the question of missing core subjects, most teachers disagreed with the proposition that "no subject is that important that we can't pick it up later". The majority of teachers believed that it was important not to miss the core subjects in the students' respective classrooms.

4340 Only four teachers viewed behavioral problems as a factor affecting a child's overall performance. The rest questioned the resource teacher's role in the counselling field. ("Shouldn't there be some sort of a psychologist

. . . if it's a problem other than their work?") A few felt that time-tabling was a critical factor in determining whether a resource teacher should take on the extra load of working with children having social/emotional problems. Others could not perceive any benefit in removing the child from the regular classroom. ("What can she do for them?")

4400 The primary factor in negotiating the terms of timetabling and servicing of pupil's needs was scheduling. Next came the need to group children having similar needs. Of secondary importance were "difficulties in social and emotional adjustment" and concern for "not missing core subjects". Ranked last was "importance of scheduling for the convenience of the regular teacher".

4500 When the teachers were questioned about feedback from the resource teacher, there was an unequivocal demand for data. Some teachers specified in detail the type of information desired. This included a check to see if the regular teacher's own expectations regarding the child in question had been accurate. As well, the teachers requested a progress report, an outline of the program pursued and some guidelines to follow should the problem continue or recur.

4610 The general comments in response to the question about data presently being received indicated that the feedback was "mostly informal and verbal". In several instances a written evaluation or progress form appeared only at reporting or parent interview time. Also, test scores might be the only written documentation.

Scattered complaints revolved about the objectivity of the feedback, the length of time in arriving, the lack of written reports and the fact that teachers have "to go to her, she doesn't come to us".

4620 However, teachers' evaluations of feedback usually fell into the "quite useful" category. They noted that it helped them during parent-teacher interviews and in monitoring the children's progress in the classroom. One or two teachers endorsed the usefulness of the feedback but qualified it by stating that more information was needed regarding students' expectation and programming.

5000 ## Reaction to direct service intervention

Responses of teachers in schools with a more effective degree of implementation

5100 To assess the implications and importance of direct intervention by the resource teacher, the regular teachers were asked whether they preferred long or short term intervention. There were two prevailing trends. One favored a combination of both long and short term intervention, depending on the problem and/or the child. The second and equally favored tendency opted for short term intervention with "real close evaluation". Long term aid of 8 to 10 months' duration might, as one teacher feared, reduce remedial work to a routine, thus decreasing its effectiveness.

5200 As the teachers reflected upon the previous year's experience with direct service intervention, they indicated that the resource aid was either long term or short term, but not both. Only two teachers recalled that both types of intervention were used.

5300 The regular teachers preferred to confer with the resource teachers regarding any change in a student's program. They did not find it necessary to involve any other staff. There were scattered comments such as "I'd expect to tell the resource teacher". "I can't imagine (no consultation) happening but I suppose we'd have to reach a consensus." There was an underlying indication in the responses that if the need for some sort of action is perceived by the regular classroom teacher's part, then both parties could reach some type of accommodation.

5400 Slightly more than half indicated they were informed of program changes. Only two said they were not and of these, one definitely wanted more feedback. The remainder hedged or said they found the question "hard to answer" for various reasons. In one instance the Language Arts program absorbed most of the long term referrals therefore only short term referrals attracted any form of feedback. Another teacher mentioned time as a factor which precluded significant communication between the regular teacher and resource teacher.

There was generally a prevailing attitude amongst the teachers that they had an unspoken option to intervene if they deemed it necessary.

Responses of teachers in schools with a less effective degree of implementation

5100 Nearly half of the teachers felt that any decision regarding direct service intervention depended on the nature of the problem, the gain if any by the student, and the degree of severity of the problem. Only two teachers opted for long term service: one, because it was school policy and the other from personal preference. One of the majority who selected a combination of both services noted pessimistically that if short term help was not accompanied by constructive feedback then the student may as well stay where he or she was.

5200 Long term help was the most common practice, judging from the teachers' past experience. Three teachers indicated short term help to have been the most prevalent. A third of the teachers were unsure or were not given any type of service.

5300 When the topic arose regarding the freedom to intervene in the resource teacher's programming, responses suggested that the teachers feel free, in theory, to contact the resource teacher, but that in practice they might not always find the opportunity. More teachers preferred an informal conference with the resource teacher only, but a few of the more cautious wanted to include the assistant superintendent and/or the principal. ("I'd go to the principal first.")

5400 Generally, slightly more than half of the teachers felt informed as to changes in programming. The remainder either replied with a definite negative or were never faced with this particular situation. There was one bitter comment about the principal making all the decisions.

In summary, discussion about regular teacher consultation regarding program changes, evoked mixed responses. A typical minority response was "I've never had too much to say about the program".

However, the remainder indicated that if the problem arose, they would have some input (even if it was on their own initiative). Two teachers declined to challenge the "expertise" of the resource teacher.

6000 **Evaluation of overall resource room services**

Responses of teachers in schools with a more effective degree of implementation

6110 Most teachers were satisfied with the amount of supplementary instructional aids they received.

6120 The second item questioned teachers about their ability to comprehend and implement specific educational plans for individual students. Generally, the teachers expressed a sense of confidence in this matter. Some expanded their answers to include plans issued from the university and from the MacNeill Clinic, which produced some critical reactions; for example, concerning the impracticality of the plans for a classroom setting and that the information offered occasionally proved inaccurate.

6130 Reactions to inservice were generally negative, being considered to lack significance for teachers. ("SEECC (inservices) kind of overdid it.")

6140 In appraising the quantity of backup services, teachers were essentially positive and referred to the dimension of "shared responsibility". Comments indicated that "I've always had some one behind me," "I think we're on the right track," "We've done much better than other years," "They're behind me," and "We've done a lot of talking and planning." The lukewarm or negative minority pointed the finger at specific matters such as the lack of materials and personnel from the unit office. ("You have to go after them, phone them and things like that," "They gave me a pile of materials which had absolutely nothing for me," "We had to borrow from another area.")

6200 When the teachers were invited to rank the supplementary instructional aids in order of importance, their overall ranking was:

1. more backup services
2. clearer educational plans
3. more materials
4. more inservice training.

6310 Nearly all teachers responded in a positive manner to the way in which program goals had been established. They described the various approaches that had been used to acquaint them with the resource program. In most instances, the resource teacher had chaired a special staff meeting at the beginning of the year. Other teachers mentioned that the principal "gave a lot of leadership". In one school, "long standing philosophy" was cited whose objective was to keep down the referrals of the child to the resource room to a minimum and, at the same time, to place the child into a normal classroom situation "with as great a feeling inside him as possible".

6320 However, only two teachers felt the goals were met. The rest of the answers were hedged with some reservations, e.g. "I don't know about the rest of the school," "I'd say to an extent," "[illegible] except grades 4 to 6 weren't dealt with adequately". Others could not answer directly because they felt the goals had not been explained to them.

6330 In general, most teachers believed their own personal expectations had been met. However there was a subtle note of criticism interwoven amongst the comments. As one teacher reflected, "I think it's an excellent thing and I'd never want it taken away, but small things went wrong with it." The small things included a lack of time for resource classroom teacher conferences, more feedback concerning programs, the availability/sharing of materials. One teacher's constant refrain throughout the entire interview was that the resource program was not geared for the needs of kindergarten students.

Responses of teachers in schools with a less effective degree of implementation

6110 Although the responses concerning the adequacy of supplementary aids were positive, they reflected situations in which materials were received but not necessarily from the resource room. A variety of sources was named: the assistant superintendent, the principal, personal purchase and duplicating materials from master copies already held. One teacher assumed that it was not necessary "to ask for anything because (the student) is in the resource room".

6120 Most teachers indicated they had little difficulty in understanding any educational plans they received. Some teachers assumed that the term "educational plans" included reports from speech therapists and educational psychologists. A minority who admitted difficulty in understanding plans elaborated by stating they had "no experience with that" or "they had never received a plan".

6130 As far as inservice evaluation was concerned, the concentrated EdExc 250 class was described as "very good" and "very intensive".

6140 More services were perceived to have been rendered by the resource teachers than by outside personnel and agencies (assistant superintendent and the speech therapist), especially considering factors of time, the newness of the resource program and personal initiative in requesting aid. ("The help we needed we got reasonably well.")

6200 In ranking the importance of the four supplementary instructional aids, the teachers voted

1-2. more backup services and more materials in first place,
3. followed by the importance of more inservice training and, as least important,
4. the importance of clearer educational plans.

6310 In regard to overall program goals, one school principal was described as having "had some problem accepting the idea". Therefore, the aims "were spelled out clearly as the administration thought they should be". As a result, the staff "just discussed with the resource teachers what problems we had". This seemed to be symptomatic of the general attitude; the aims were taken for granted or it was an "informal thing that shifted from year to year".

Only two teachers mentioned the inservice classes as clarifying the aims of the program. However, one of the teachers added, "I took classes on my own because this thing was coming into the system . . . most of the teachers didn't know until the very end what was going on".

6320 Some teachers were unable to give a positive evaluation as to whether goals had been met by many teachers because some were unsure of the objectives of the resource room. Others measured the goals in terms of the success of their particular pupil's program. ("I can only speak for pupils and they are very weak in some areas.") Even those teachers who did recognize that program goals had been achieved qualified their responses by stating there had not been enough time or personnel available ("Then we'd have better educational plans and more specific objectives").

6330 The teachers generally had modest personal expectations. ("It didn't perform miracles but it did alleviate some of [the children's] problems.") Most teachers appeared satisfied, within the constraints of time alotted for resource teacher intervention and the newness of the program. Teachers from one school expressed disappointment that "it wasn't getting enough supportive help from within the school", meaning the principal.

8000 **School relations with outside agencies**

Responses of teachers in schools with a more effective degree of implementation

Teachers were invited to suggest alternative interventions from outside the school itself if their students needed additional help. The first item asked the teachers how they could initiate this process, and what would happen next.

8110 The entire group responded in terms of considering where to get help rather than how to get help. They preferred to take direct action: e.g. ("We would go to the LAC"; "This is where you'd use your backup services, the LAC, MacNeill Clinic.")

8120 Teachers perceived the principal as the key person in facilitating a referral to an outside agency. Although most teachers stated simply that they would consult the principal there were a few exceptions where some teachers had no hesitation about making the first move. ("We just go and say . . . I think this kid should go to the LAC", "I just say 'Listen, we have a problem'", "We talk to the principal; I don't know if you have to, we just do.")

8130 Slightly more than half of the teachers were confident that they would be included or consulted about the student's future educational plans. The remainder echoed this view with a lesser degree of positiveness. ("I hope so.")

8140 The teachers were asked if a committee existed for the purpose of deciding the direction of a student's future educational plans. If so, were regular classroom teachers involved? The responses could be summed up by one teacher's remark: "It's a professional community decision". In most instances this "community" consisted of the regular teacher, the resource teacher, the principal and occasionally the assistant superintendent who meet informally to discuss "the route we're going to take". The teachers as a whole were confident and aware of their role in this situation. If a committee existed and a decision was reached, the next step would involve the compiling of a background report for the outside agencies.

8210 Only a few teachers indicated that they had actual experience in filling out a report. The rest were either unsure or answered that they would be asked to make a report without specifying whether or not they had done so in actual practice.

8220 Those teachers who had in fact filled out reports indicated "there's room for comment" concerning informal observations of the student. The teachers who lacked this experience, ventured a guess or a wish that there would be a place to do so.

8230 Teachers who had had experience in contacting outside agencies, usually relayed the information informally or verbally. A few teachers indicated that they had their own procedures for referrals. ("The resource teacher and I fill out a form which she has from the LAC", "Our principal coordinates it.") Nearly a half of the teachers said there were no other types of school report to fill out, other than already described, or they simply did not know.

8310 This group supported generally, albeit a trifle less enthusiastically, the idea that they would be shown the programs drawn up for their students by outside agencies.

8320 In particular, the LAC was lauded for showing ". . . great cooperation". "There's usually quite a bit of consultation between the LAC and us", "We're not given all the details but we're given a good idea", "We're told what goes on".

However, one teacher felt that the information was "too general to correlate with what was going on". There were two other complaints, which did not necessarily relate to the LAC, about not being given a report or "not understanding what went on".

Once prescriptive action was undertaken by an outside agency, the next step would, theoretically, be some type of contact with the regular teacher.

Most agencies, in particular the LAC and the MacNeill Clinic, received favorable ratings for the provision of personal contact between them and the schools.

8330 The majority of teachers expressed confidence that the principal would discuss any outside educational plans with them. In fact, one entire school staff echoed this optimism by affirming that this event would occur. Only four teachers said "not usually" or "No, never".

8340 A large majority of teachers had positive comments about the involvement of the resource teacher. Only three teachers evoked doubtful responses such as "I'm not sure about that".

Responses of teachers in schools with a less effective degree of implementation

8110 In contrast to teachers from the more effective schools, the majority were concerned with the logistics of the referral process. They visualized a definite chain of command in structuring a route to outside aid. This usually consisted of contacting the immediate authority in the school, then proceeding through the immediate authority in the region, i.e. principal to assistant superintendent to the superintendent. Four teachers did not specify whether or not this channel would be followed. Rather, they suggested referring children to their local doctor, to the educational psychologist or to the LAC.

8120 There was general consensus as to who assumes the pivotal role in carrying out the referral. Although the principal was mentioned in some responses, it appears as if the assistant superintendent is the first real link in the chain. One teacher mentioned critically that "the principal is informed but not involved". Another teacher complained that "if we had a vice principal who knew more of our problems then I'd go to him but the way I go is to the assistant superintendent".

8130 All the teachers indicated that they would be consulted, except one who said "After it's referred to the principal, I would be left out of the higher talks". However, in actual practice only three teachers indicated that they had experience in contributing "some input".

8140 There appeared to be no formal committee organized to deal with referrals to outside agencies. Judging from teachers' descriptions, a loose, working arrangement existed whereby the school personnel (in most instances, the teacher involved, the resource teacher, principal and at times the assistant

superintendent) met to consider outside referrals. The role and operation of this *ad hoc* referral committee varied accordingly to each teacher's perception. Some teachers were not even sure of its actual existence. Therefore they prefaced their remarks with comments such as: "I think the principal is in the decision making process", or "I hope to be included but I know from other teachers' experience they haven't always been involved".

8210 The majority of teachers stated that they were prepared to fill out any necessary background report. Indeed, they even anticipated such requests. However, it was difficult to discern from some of their positive statements whether or not they had actual experience in organizing background reports for their students.

8220 Generally speaking, those who had such experience included informal observations of the children (behavior in the classroom, gym and playground). The teachers who were never confronted with this situation did not venture any opinion as to the composition or details of such a report.

8230 The regular teachers indicated that formal contact between them and the agencies filter through an intermediary. ("We don't have forms directly from these places [LAC, MacNeill], it goes through channels such as educational psychologist, assistant superintendent.") A few teachers were not sure but they believed there would be a specific report form for the speech therapist and for the psychologist. One teacher mentioned they use a checklist from the university and "any subjective questions we just strike off because they're meaningless".

8310/ 8320 Once an educational program had become established, most teachers were optimistic in assuming they would be informed about a plan designed for their individual referral. Several teachers had positive experiences with the speech therapist in sharing information.

8330 Only one teacher responded positively about their principal's potential involvement. One entire school staff voiced pessimism by seriously doubting the likelihood of their principal's participation. Two teachers hinted at the principal's ineffectiveness. ("He sort of leaves it to the resource teacher", "If she is setting up the program, you're really just listening and so is the principal.")

The rest of the teachers either responded negatively or were unsure of the principal's wish to confer with the teacher about a plan.

8340 In regard to the resource teacher's participation, most teachers were confident that both would have an opportunity to confer. Three teachers voiced the opinion that "we haven't been able to work together".

9000 **Overall survey of supportive services**

Responses of teachers in schools with a more effective degree of implementation

9100 Ten teachers chose the resource teacher as the service they appreciated most, two teachers chose the Learning Assistance Centre, two teachers chose other outside help (such as a speech therapist), and no teacher chose "getting more materials".

9120 The majority of teachers for whom the resource teacher provided the most appreciated service reported no change in attitude because their attitudes were already formed and positive. ("The only way it changed my view is that it's nice to know they are there if you need them.")

A minority group reported positive attitude changes, citing for reasons such as:

teachers were helped to set more realistic goals;
teacners became aware of the student's needs and potentialities;
teachers appreciated the "happy outlook" which the resource teacher engendered within the school.

9130 The teacher who chose the Learning Assistance Centre reported a positive attitude change because her feeling of helplessness was reduced. The teacher who opted for outside agency help stated that these services did not produce an attitude change but created an appreciation of the agencies' attitudes.

9210 Those teachers who chose either the LAC or one of the outside agencies felt that their attitudes underwent a positive change. Their comments included an appreciation of the work of the LAC, an awareness of new avenues of help, an acceptance of the child "for what he is" and a maintenance of trust for outside services as long as "we get good services".

9230 Nearly all the teachers appreciated the introduction to new programs via the resource teacher's help. ("She's given me a lot of advice", "You can find out about new programs when your child comes back from the resource room with new materials", "It made me aware of possible materials I could use plus things I hadn't thought of.")

The Learning Assistance Centre received favorable notice from the teachers. One teacher appreciated the helpful suggestions while another felt the LAC "got us all together much closer".

Outside agencies did not induce any attitude change according to the teachers' perceptions of their services. ("It made me realize that the educational plans we have right now can be changed to meet the needs of the children.")

9240 All but one teacher felt that the resource teacher contributed towards cooperation "because just one more teacher with expertise helping us made us get going better". As well, they stated that communication was enhanced by the fact that "we're always discussing". Mention was made also, of the improved communication between home and school.

The one teacher reported negatively about the resource teacher's influence on cooperation within the school. ("We're still doing the same as before. It doesn't really improve the quality or availability of the communication.")

The teachers supported the LAC because it made them aware of a place where they can "holler for help". As for item four (outside agencies) the vote was split evenly. One teacher felt the entire staff worked together "for the child" while the other teacher didn't notice the change.

Responses of teachers in schools with a less effective degree of implementation

9100 Ten teachers chose the resource teacher as the service they appreciated most. One teacher chose more materials. One teacher chose the Learning Assistance Centre. One teacher chose other outside services.

9120 Of the teachers who selected the help of the resource teacher, all except one reacted with a positive attitude. Their comments suggested that they had a clearer understanding of the problem, were impressed with the student-resource teacher relationship, felt more tolerant of individual differences of the students and experienced a bond of sharing the same problem.

A solitary teacher reported no attitudinal change. ("If they need help everyone should help them. Just because they have a problem they shouldn't be shut away.")

The teacher who chose materials felt better able to cope with the student's problem, and the lone teacher who chose the LAC did not feel any significant change in attitude.

9140 Most teachers who chose the resource teacher indicated that they experienced little change in attitude towards outside services. This was primarily so because most "knew of the services beforehand". The one teacher who felt a shift in attitude did so because "the resource teacher is more aware of things like this and can pass it on". Another teacher expressed a slight feeling of disillusionment by stating, "I thought there were more [services] . . . the resource teacher indicated how difficult it is to refer to the LAC". None of the teachers who chose services other than the resource teacher sensed any major shift in attitude. ("The LAC was somewhere to go for help but it didn't change my views.")

9230 About a half of the teachers who opted for the resource teacher felt they received ideas about new educational programs, e.g. help in the reading program, the offering of alternative solutions, the resource teacher being accessible for education programs so they can be brought to the attention of the teacher.

The rest of the teachers in this category either reported no new ideas concerning programs, as they were already aware of existing programs.

Those who chose services other than the resource teacher as most important stated they received ideas about new educational programs but did not elaborate.

Slightly more than half of those who chose the resource teacher as the most significant asset felt that she promoted better cooperation in the school. They backed up their perceptions by indicating that the resource teacher was a consultant to the other teachers, provided a neutral ground where a teacher could regain perspective, and acted as a liaison between students and teachers.

The rest of the teachers noticed no discernible change, claiming that cooperation always existed in the school. One teacher observed that the communication between the staff and resource teacher was fine "but when the principal was involved there was no communication".

Teachers opting for the LAC and outside agencies, reacted positively. They felt that these agencies promoted cooperation within the school and home as well.

Resource Teacher Responses

Item Reference

Instruction materials

Responses of resource teachers in schools with a more effective degree of implementation

1100 Availability

Options for obtaining materials were restricted to the assistant superintendent or the "stockpile" in the school. Several resource teachers indicated that much preparation had occurred during the years immediately prior to implementation of the SRSSP materials. They were less assertive than regular teachers in asking for materials because they were more aware of the realities of the budgetary situation.

1400 Uses of Materials

The resource teachers discussed materials in very specific terms. They differentiated between "hardware" and "software", referred to Language Masters, tachistoscopes, Ginn Integrated Reading Series, etc. Most perceived themselves as the main replenishers of the resource room because they had knowledge of materials and how to modify them.

1430 Sharing Materials
1440

Although one resource teacher expressed a proprietary attitude towards the materials "they are there for me to use first and for the teachers second if they need them", most showed a willingness to share information and to deliver materials to the regular classroom. As well, some resource teachers
1410 were acutely aware of the regular teachers' concern about some material not reaching down to the children's level of instruction.

Responses of teachers in schools with a less effective degree of implementation

1100 Availability

Only the unit office was mentioned as the supply outlet. However, the resource teachers, while aware of budget restrictions, were confident of getting materials. Although some spoke of delays in getting "very specialized materials", they praised the efficiency of the assistant superintendent in procuring them.

1400 Uses

The resource teachers discussed the usage of materials in general terms only. When they mentioned the modification and application of materials, they appeared not to have a large resource bank upon which to draw. Frequently, examples were cited of having to make their own materials.

1430 Sharing Materials
1440

Resource teachers concurred with regular teachers that available materials
1410 met the criterion of appropriateness in reaching and remediating a particular problem. The resource teachers appeared willing to share their materials with regular teachers.

2000 **Evaluation of indirect services from resource room**

Responses of teachers in schools with a more effective degree of implementation

2100 All the resource teachers interviewed identified themselves as the central figure in the detection process. Most elaborated on the school's screening procedures or the methods used in grouping for remediation.

2200 In assessing the usefulness of the intervention service, the resource teachers qualified their endorsement. They listed factors which had a critical bearing on the plan's effectiveness: interaction of the resource teacher with the rest of the staff, the need for more written documentation "flow charts, card catalogues of a child's behavior" and the importance of the resource teacher discussing referrals with the classroom teacher.

2300 The involvement of the resource teachers in a classroom plan was perceived as an inevitable, integral part of the resource teacher's responsibilities. However, some felt that the resource teacher should do more to promote the
2400 notion of shared responsibility, with a greater emphasis on the role of the resource teacher. ("I don't know if they are aware of our responsibility to help in the classroom.") One resource teacher sensed that she had helped to ease a teacher's "burden of guilt" over a child's lack of performance.

Implementation of any classroom plan could be facilitated by materials and
2500 activities suggested by the resource teachers. If the plan involved a child with behavioral problems, the resource teachers had definite ideas on plans of action: intervention through behavior modification methods if the problem was minor, or referral to the MacNeill Clinic. All resource teachers
2600 were consulted about placing children at appropriate subject levels, decisions being reached through group consensus.

Responses of teachers in schools with a less effective degree of implementation

2100 Two of the three resource teachers perceived themselves as active agents in classroom detection, but the other "wasn't quite sure what they do in the classroom". However, all agreed that the school plan worked well.

2300 One resource teacher stated she had not been involved in formulating classroom plans "at any point this year". The second resource teacher said that the assistant superintendent would do most of the testing because of time constraints. Only the third resource teacher mentioned some involvement, 2400 if the teachers asked. All agreed that they would offer help in the form of materials and activities if they were asked.

2500 To deal with behavior problems, each resource teacher had a different preferred pattern of action: time out in the resource room, referrals to the LAC and educational psychologist or referral to the principal if it were a matter of "discipline".

2600 Student placement was handled directly by the resource teacher in one instance, while in another, the resource teacher took part in the decision making in an "informal manner" through consultation with the principal.

3000 **Evaluation of services from regular classroom teachers**

Responses of teachers in schools with a more effective degree of implementation

There was a feeling by the resource teachers that the majority of class teachers could adequately pinpoint a problem. They were less confident that many of the teachers could set goals and teaching strategies to accompany the plan. However, they were unanimous in agreeing that the teachers would seek resource help if it was needed.

Responses of teachers in schools with a less effective degree of implementation

All the resource teachers expressed confidence in the regular teachers' ability to detect signs connected with a learning problem, and they had slightly higher expectations of the regular teachers in setting goals and strategies than did resource teachers in the schools with more effective implementation. All concurred that the classroom teacher would ask for additional help.

4000 **Evaluation of direct services from the resource room**

Responses of teachers in schools with a more effective degree of implementation

All resource teachers acknowledged the principal's participation in considering the request for aid. Regarding the scheduling, the resource teachers were autonomous in their authority to delegate the allotted time. This matches the regular teacher's perception of the scheduling mechanisms.

4400 The practice of grouping children with similar needs was ranked as the most important consideration in scheduling. Convenience for the resource teacher's schedule outweighed concern for the regular teacher's schedule in most cases. There was no indication of any definite response pattern emerging with regard to the other factors, i.e. not missing core subjects, and difficulties in adjusting socially and emotionally.

4610 Only one resource teacher had a definite schedule established for the principal's feedback. The other resource teacher's expectations of such a feedback were more tenuous.

Responses of teachers in schools with a less effective degree of implementation

4100 According to the responses, the principal is an integral part of the team that considers a regular teacher's request for student aid. However, all the resource teachers perceive themselves and classroom teachers as the joint arbitrators in affixing the resource room schedule.

4400 There was general agreement that the two priorities in scheduling consisted of grouping children according to needs and not missing core subjects. There was one exception as a resource teacher expressed the view that "I don't think it helps very much to group children". Two resource teachers felt that the convenience for the regular teacher's schedule came before their own convenience, while the other resource person determined that consideration for the regular teacher's classroom situation came last.

4610 There was a consensus of opinion regarding feedback from the teachers. All anticipated some type of verbal interaction. Only one resource teacher expressed the view that "the principal knew what was going on". The remainder stated there was no feedback from the principal.

5000 **Reaction to direct service intervention**

Responses of teachers in schools with a more effective degree of implementation

5100 The resource teachers opted for short term intervention, as an ideal. Pragmatically, however, they conceded that longer term aid was the generally

5300 established practice. Termination of services was decided by a consensus from both the regular teacher and the resource teacher.

5400 Although the resource teachers stated they experienced no demand for program change, their responses indicated a position of flexibility toward a regular teacher's request for alterations of any sort. By the same token, all the resource teachers affirmed that they informed the regular teachers of all major changes in remedial plans.

Responses of teachers in schools with a less effective degree of implementation

5100 These resource teachers maintained that the duration of services depended on individual children's needs. This appeared to be the criterion in theory. In reality, however, most referrals stayed on for long term help, although one resource teacher had attempted a combination of both long term and short term help.

5300 The final decision to terminate services was made by the principal in the two schools. One resource teacher stated, "I don't think the principal wants me to have the ultimate say".

5400 All the resource teachers stated that the regular teacher could become involved in revising a remedial program. They also said that they would reciprocate by informing teachers of any impending program alterations. However, one resource teacher stated that the teacher would be informed only after the change was deemed to be successful.

6000 **Evaluation of overall resource room service**

Responses of teachers in schools with a more effective degree of implementation

6100 6200 The majority of resource teachers stressed the need for more time for communication. Another high priority appeared to be more time for preparation. Inservice and more materials in most cases received the lowest ranking.

6300 Most resource teachers were positive that there has been a clear definition of the aims. Further, they acknowledged that most of the goals were met. There was a reference by one resource teacher who "felt there was room for improvement". Pursuing this further, the resource teachers stated that the whole staff had had input into defining the goals and programs.

6330 In general, the resource teachers perceived their expectations had been met. They were more vocal than the regular teachers in specifying explicit areas for improvement. In particular, they stressed the need for a categorical resource room, more parent-teacher conferences and unrealistic expectations of both the regular teachers and resource teachers.

Responses of teachers in schools with a less effective degree of implementation

6100 6200 The resource teachers in this group had more divergent views in ranking factors affecting the ease of operating a resource room. More time for preparation was generally ranked of high priority overall, but two resource teachers referred to the need for more materials as more urgent if their situation was to be really effective. One resource teacher placed more time for communication and consultation at the top of the list and, for her, materials and inservice were relegated to the bottom of the priority list.

6300 Two resource teachers stated that the aims of the program were not clearly defined; in the words of one of them: "I sort of set up the goals". However, when asked whether the program met its goals, they felt it was working fairly well. The remaining resource teacher stated that the "goals that were set out were rather vague and hard to aim for".

6330 In the area of personal expectations, only one resource teacher was "quite happy and satisfied". The other resource teachers gave a less positive evaluation. Their criticisms ranged from a comment that "the expectations didn't stand up as well as I hoped" to the fact that goals were not met in the Divisions I and II situation but "we're just beginning to get some carry-over into Division III".

8000 **School relations with outside agencies**

Responses of teachers in schools with a more effective degree of implementation

8100 Each school had several options to explore in securing outside assistance for a major learning problem according to the responses of the resource teachers. The LAC was the most frequent choice, followed by the MacNeill Clinic, the speech therapist and the educational psychologist. The standard procedure in each school involves a joint effort by both the resource and regular teacher in filling out the referral forms, checklists and other background material about the child being referred. This partnership usually extends to include the principal and the parents after the assessment and programming is completed by the agency. In some cases, examples were cited of the principal, resource teacher and regular teacher visiting the agency for observation and consultative purposes.

8300 The degree of involvement by the principal, resource and regular teachers depended upon the requests of the cooperating agencies. However, at all times, it was stated by the resource teachers that parent involvement is the primary concern.

Responses of teachers in schools with a less effective degree of implementation

8100 The resource teachers mentioned the LAC and the educational psychologist as possible routes for outside intervention. However, their responses indicated some unfamiliarity regarding the appropriate channels or contacts in securing outside services. This was evidenced by statements "this hasn't happened yet", and "I don't have anything to do with it". Only one resource teacher was well acquainted with a regular procedure which involved the resource teacher and regular teacher conferring about the agency referral form.

8300 This same resource teacher declared that the principal, the classroom teacher, the parents and the assistant superintendent would also be present at any meeting regarding programs proposed by an outside agency. The remaining resource teachers were unsure of any other personnel involvement, particularly that of the principal.

9000 **Overall survey of supportive services**

Responses of teachers in schools with a more effective degree of implementation

9100 The resource teachers in this group favored the LAC slightly higher than other outside services and had positive comments concerning programming carried on by the agencies. In particular, the LAC was singled out for "showing what programs they have available and sharing those programs with you".

9200 All the resource teachers agreed that the supportive services enhanced communication and cooperation. They noted especially the efforts of the LAC to involve regular teachers in the assessment and programming for marginally handicapped children.

One resource teacher applauded the other outside agencies for providing support for the notion that "the school has much more responsibility for the child's social, mental and emotional well being than just teaching".

Responses of teachers in schools with a less effective degree of implementation

The resource teachers in this group differed little from their counterparts in the other schools. The effects of experience with the LAC and outside services did not alter the views held by two resource teachers concerning marginally handicapped children. However, the inservice experience "expanded my knowledge of different programs" according to the other resource teacher.

This comment was echoed by another resource teacher who "learned about several new educational programs" through the services of the LAC.

Reactions ranged from negative to neutral in response to the question of better communication and cooperation within the school.

One resource teacher reported resentment on the part of regular class teachers because the "inservice involved a trip to Saskatoon which was on school time". The other two resource teachers felt there was little change in the schools because there was already an existing state of good rapport.

PRINCIPALS' RESPONSES

Class teachers and resource teachers, in the context of the SEECC service delivery model, have a joint collaborative teaching responsibility toward the student with special educational needs, and therefore it was possible, by little more than a transposition of words, to evolve parallel questionnaires for use with them both. The school principal's role, however, is primarily administrative so that many of the items used in the class/resource teacher questionnaires could not meaningfully be adapted for principals.

The Principals' questionnaire is therefore necessarily somewhat different. However, the major areas to be covered were retained, i.e. instructional materials, evaluation of indirect services from the resource room, evaluation of direct services from the resource room, reaction to direct service intervention, evaluation of overall resource room service, school relations with outside agencies and overall survey of supportive services. Also, as far as could be done meaningfully, the items within each area were retained in their original format, or as near their original format as possible.

1000 Instructional materials

Principals in schools with a more effective degree of implementation

The principals are aware of monies allocated for resource rooms and how to use these funds effectively. They are not adverse to resource teachers "overextending" their requests for special materials. If required, library funds are tapped to cover these overextensions.

As well, most principals grant full autonomy to the resource teachers for procuring materials. There are no "lockstep channels" or bureaucratic restrictions to deter the resource teachers. Also, there is a prevailing attitude that the schools (principals and regular teachers included) regard the resource teachers as the ones with "expertise" and look to them for "guidance" in ordering materials. However, the principals credit the inservice workshops as major sources in enhancing this expertise of the resource teachers.

Principals in schools with a less effective degree of implementation

The principals concurred that the chances were "reasonably good" for the school receiving special materials. As well, there was mutual agreement that a "tight budget" could be a major restriction. However, the majority of principals was unsure of the specific amount allotted for the resource room. One principal in fact, "did not know of a fund" while the other

stated that "there wasn't a budget column" for the resource room.

The resource teachers were the principal agents in ordering the special material. This division of labor was split between the assistant superintendent, a librarian consultant, and the regular teachers acting as a group. Although one principal believed the teachers decided upon materials he was unsure if the resource teacher entered into the joint decision making process.

The principals' degree of involvement in this area ranged from approving special requests if the teacher "made a case for it" (and money was available), to rubber stamping a request, or teaming up with the library consultant to delete an item if it was "questionable".

2000

Evaluation of indirect services from the resource room

Principals in schools with a more effective degree of implementation

The principals acknowledged the resource teacher as the crucial factor in the school's detection program. "My resource teacher happens to be an expert. I rely heavily on her advice." "Our resource teacher is a leader in setting up programs after assessment." However, all principals included themselves as ancillary personnel in the intervention program—particularly in the referral process. While some merely directed the written referral to the special education department, others forwarded the request with additional background information. None hesitated in opting for outside services if the learning problem was beyond the resource teacher's scope. There was an explicit understanding that all outside referrals were based on joint consultation with the resource teacher.

All the principals agreed that their school's detection service (which basically involved the resource teachers' intervention) was the "only way" to utilize staff and material effectively.

An accompanying theme developed by the principals' responses was that of joint responsibility. "Someone backs up the teachers all the time." Frequent mention was made of the support given to the teachers by the efforts of the resource teacher, principal and outside agencies. This bond of cooperation reinforced the regular teachers' assessment of the school's intervention service, "I'm not alone anymore".

Conversely, the principals installed various supportive devices within the school for the resource teachers. For example, conference time for the regular and resource teachers was built into the school timetable. As well the timetable allowed both regular and resource teacher to visit outside agencies for observation and conference purposes.

The principals' intent to remove the isolation factor extended into the area of educational plans set up by the teachers. Most principals attempted

some form of involvement such as attending conference meetings between the regular and resource teachers "so they don't do it in isolation".

Principals in schools with a less effective degree of implementation

Only one principal described the resource teacher as an active participant in the school's investigative process of spotting a learning problem. The rest of the principals specified other channels such as the regular teacher "going outside on her own", or using the assistant superintendent as a link with the educational psychologist.

The majority of the principals endorsed the outside agencies as the main channels in securing aid. However, one principal stated flatly, "I'm not sure just what exactly is going on".

If the regular teacher required help with a learning problem, the predominant form of aid came through the services of the assistant superintendent and the educational psychologist. Only two schools used resource personnel and this was limited to assessing "mild handicaps" or "setting up materials for the regular teachers". Accordingly, the resource teachers drew upon extraneous sources of help—inservice and the assistant superintendent. However, one school offered support through the informal contacts by the regular teachers.

All the principals in the schools had minimal involvement in formulating or reviewing educational plans. While two principals indicated they would comply with a specific request by a teacher, one principal made it clear that the teachers "were not to leave him in a position of embarrassment". The remaining principal stated pessimistically, "I don't even know if they have any plans".

3000 **Evaluation of services from regular classroom teachers**

Principals in schools with a more effective degree of implementation

A general feeling prevailed by the principals, that the regular teachers could (to an adequate degree of competence) pinpoint problems, set goals and strategies to accompany remedial plans. In fact, their expectations exceeded those of the resource and regular teachers in these schools. As well, all principals agreed that the classroom teacher would seek additional help.

Principals in schools with a less effective degree of implementation

These principals were more critical of the abilities of the regular teachers to implement special programs in the classroom. Their assessment underlined

a discrepancy of perception. The resource and regular teachers held higher expectations of the regular teacher's ability to deliver special services within the classroom. However, all principals agreed that the regular teachers would ask for additional help.

4000

Evaluation of direct services from the resource room

Principals in schools with a more effective degree of implementation

Principal involvement in the referral process was characterized by active and passive participation. Direct action consisted of a principal checking out the written referral to "avoid any communication gaps". Another principal took the indirect route by allowing the resource teacher to make the decisions autonomously. All agreed that final referral decisions were reached by consensus (regular teacher and the resource teacher concurring).

By the same token, consensus by the principals and resource teachers, would dictate both scheduling arrangements and any disputes arising from such arrangements. Although all the principals subscribed in theory to the notion that they would mediate any crisis regarding time allotments for the resource room, the nature of their responses implied that, in reality, the resource teacher shouldered this task. As well, their responses indicated a slight deviation from the perceptions of the resource teachers and regular teachers who viewed themselves as the final arbitrators in this situation.

The practice of grouping children with similar needs emerged as the predominant factor in scheduling children for resource intervention. This judgement was shared by the majority of regular teachers, resource teachers and principals. However, the principals reversed this developing consensus by opting for difficulties in adjusting socially and emotionally as the next factor for consideration. This ranking is diametrically opposed to the regular teachers' ordering of priorities. This was their last item in order of preference.

Another significant note was the principals' concern for scheduling children according to the convenience of the regular teacher. They ranked this factor over the concern for the resource teacher in matters of scheduling. In this instance, the principals' view was directly opposite that held by the resource teachers'.

Feedback from both the regular teachers and resource teachers was a requirement expected by the principals. They acknowledge that the former was of an informal nature while the latter was usually of a written nature. Although all the principals' responses implied such a practice usually occurred, only one resource teacher perceived this situation as actually taking place.

Principals in schools with a less effective degree of implementation

According to the responses, the principals have diminished the extent of their role as team members in considering a teacher's request for student aid. Their degree of involvement ranges from a definite "yes", "somewhat" to an emphatic "no". The task of finalizing the decision for intervention services is apportioned between a team approach (principal, resource teacher and regular teacher), or just the regular teacher and resource teacher or, in one school, the assistant superintendent.

However, the finalization of the resource room schedule is not a joint venture. In two schools, the principals assumed this responsibility. As one principal stated, "I rearranged the timetable because I felt something was lacking".

The principals matched the resource teachers' views that the two priorities in scheduling consisted of grouping children according to needs and not missing core subjects. All principals were unanimous in ranking convenience for the regular teacher over concerns for the resource teacher in this aspect. Difficulties in adjusting socially and emotionally varied according to each principal's sense of priorities.

There was a consensus of opinion regarding feedback from the regular teachers. Most principals anticipated some form of verbal reportage. However, only one principal expected a written documentation from the resource teacher. The second principal believed that "whether it's formalized or not, there certainly has to be information passed down". The remaining principal anticipated no feedback forthcoming from the resource teacher.

5000 **Reaction to direct service intervention**

Principals in schools with a more effective degree of implementation

Theoretically, the principals concurred with the resource teachers in opting for short term intervention. All but one principal agreed that, in practice, long term intervention was the standard procedure. Contrary to the resource teachers' views, the majority of the principals included themselves as part of the team that terminated services.

This inclusion extended to an involvement (either direct or indirect) in the process of changing a program upon a regular teacher's request although the principals emphasized that this was only a hypothetical involvement since this situation had not occurred. Only one principal stated he would be informed if a resource teacher initiated a major program change.

Principals in schools with a less effective degree of implementation

Most principals were orientated towards short term aid but acknowledged that long term intervention was a more realistic assessment. Termination of services was decided by the principals in two schools. However, one acted in conjunction with the regular teacher and resource teacher, while the other "phoned the assistant superintendent" to countermand the resource teacher's decision. The remaining principal abstained from the decision making process.

In regards to any program changes on behalf of the regular teacher, two principals assumed a compromise would be achieved between the regular and the resource teacher. One principal deemed it would be necessary to involve the assistant superintendent. However, in the case of a resource teacher necessitating changes, one principal assumed both he and the regular teacher would be informed. The other principal was less confident that the resource teacher would inform the regular teacher.

6000 **Evaluation of overall resource room services**

Principals in schools with a more effective degree of implementation

The principals focused on the factor of "harmony between staff". Following this first ranked item, the majority of principals selected "more space" as their second priority. "Time for planning" and "scheduling considerations" were not deemed to be items of overconcern.

There was a general assumption by the principals that the aims of the resource program were clearly defined. Evidence was provided to show that each school had its unique method of transmitting or developing its aims. Communication consisted of resource teacher-prepared "blurbs" defining the role of the resource room, while another school held Divisions I and II meetings. In particular, one school consolidated its general objectives by a process generated by the leadership of the resource teacher. As the principal stated, "You have to credit the resource teacher for getting it done".

The principals expressed a high degree of satisfaction regarding the effectiveness of goal attainment by the resource room model. On the whole, they perceived their personal expectations had been met. While one principal stated, "they had exceeded my greatest expectations", another qualified his enthusiasm. He stressed the need for a greater degree of integration between the resource room and the classroom (meaning reciprocal visitations by both teachers).

Principals in schools with a less effective degree of implementation

The majority of principals perceived a different ranking of priorities from the resource teachers. Factors of harmony and scheduling overshadowed the resource teacher's need for housekeeping items such as materials and time for planning. However, these principals concurred with their counterparts that harmony between staff was the major factor on their agenda for resource room effectiveness.

On the question of aims being clearly defined, only one principal asserted that "everything is in writing". As well, the entire staff was exposed to the overall picture through staff meetings held at the beginning of the year. The remaining principals were more pessimistic. One decried the absence of the strong leadership provided by last year's assistant superintendent. ("You don't see that sort of leadership, maybe that is our own fault.") The other principal simply considered that the aims were not defined.

This negative attitude was less pronounced in assessing the goals reached by the resource room. While most of the principals were partially satisfied, one principal believed "somebody has to put more work into it". Another felt the overall goals were "set too high". Only one principal affirmed that the goals had been met.

In regard to personal expectation, the attitude of all the principals assumed a positive tone. Only one principal "expected a little more".

8000 **School relations with outside agencies**

Principals in schools with a more effective degree of implementation

In all instances, the principals followed a prescribed route in securing outside services. Initial assessment by the resource teacher determined the extent of the problem and the type of intervention required. The resource teacher armed with the tacit approval of the principal would decide whether or not outside help was required. A teamwork approach was used both in finalizing the outside referral and consultation during and after intervention. Besides the regular teacher, educational psychologist, assistant superintendent, principal and resource teacher, parents were considered the most important members of the team.

Principals in schools with a less effective degree of implementation

The principals acknowledged that the school facilities for identifying learning problems of a more severe nature were limited or non-existent. Only one school utilized two screening tests (CTBS and Houghton Mifflin Criterion Tests) in Divisions I and II. Although the regular and resource

teachers could initiate outside referrals, only two resource persons were available to assess and finalize the referral—the educational psychologist and the assistant superintendent. However, one school broadened this team to include the consensus of the parents, regular teacher and the resource teacher.

Only one principal defined the procedure for securing outside intervention in specific detail. One principal was unsure of a procedure (from the pretest to post conference stage). The remaining principal outlined his school's method of operation in very general terms. He referred to the consensus approach (the regular teachers, resource teacher, assistant superintendent, himself and the parents). "If they don't all agree, we're not going to push a kid into an outside agency."

9000 **Overall survey of supportive services**

Principals in schools with a more effective degree of implementation

The majority of principals had a simultaneous choice of indirect and direct services from the resource room. As one principal said, "it would almost be equal". The remaining principal opted for the services of the LAC. The services of the resource room did not alter significantly the principals' attitude towards marginally handicapped children. The principal involved with the LAC was impressed enough to remark: "I see the LAC simply as an extension of the school . . . they understand the way a school operates".

This type of attitude heightened the principals' awareness of the relationship between resource rooms and the LAC. On one hand, it "made us much more dependent on the LAC", and in contrast (as one principal stated) "the resource teacher has lessened our need for outside help".

All the principals concurred that through the effort of both the LAC and the services of the resource room "teachers are now working together to achieve our objectives".

Principals in schools with a less effective degree of implementation

The principals in this group concurred with their counterparts. The majority chose direct services of the resource room followed by the intervention of the LAC. Most felt their expectations were altered toward marginally handicapped children "by real honest attempts to help these children". However, there was no significant change of view towards the effect of community backup services.

Only one principal felt that the resource room promoted better communication. "It eliminated the friction between the regular teacher and the resource teacher that perhaps existed in the past." The other principal who opted

for this service could not offer a positive comment on its effectiveness. The principal who chose the intervention services of the LAC "was not so sure" whether it promoted communication. He suggested that "all our teachers were not fully aware of what's happening there".

Conclusions

Five identifiable themes emerged from this study.

1) *Organizational readiness.* Those schools which had a stock of resource materials, mechanism for detecting minor learning problems, and outlets for major problems appeared to be in a better state of operational readiness.

2) *Acceptance of joint responsibility.* Schools which articulated their aims and expectations around the idea of shared accountability by regular and resource teachers consolidated their energies toward the fulfillment of positive goals.

3) *Resolution of goals.* This factor was a consequence of the acceptance of joint responsibility. Regular teachers entered into partnerships dedicated to the joint treatment of mildly handicapped children. Resource teachers, as well as being vital team members were recognized in another role, i.e., as primary agents in school-based identification machinery and procurers of assistance from outside agencies.

4) *An attitude of self sufficience.* Each staff member who accepted the Full Service School Model felt confident they could manage and direct their own treatment services. In some instances, staff placed more confidence in school-based resources than in reports from outside diagnostic and treatment agencies.

5) *Active administrative support.* School principals who were committed to school-based services displayed their acceptance in key areas. They supported the idea of a joint intervention team. The critical role of the resource teacher was reinforced. Principals delegated authority to autonomous resource personnel who could thus freely employ their expertise as diagnostic agents. To strengthen joint accountability, principals maintained non-authoritarian profiles. They were readily available as mediators in crisis situations, resolvers of roles, and negotiators for services.

OVERALL EVALUATION, CONCLUSIONS AND COMMENTARY

The foregoing chapters have chronicled the antecedents, the initiation and implementation of the co-operative educational venture variously referred to as the Saskatoon Region Special Services Project or the "SEECC Model" of delivering special educational services. Specific significant elements have been described in some depth and attempts have been made to carry out specific evaluations of those elements by means of conventionally designed research projects and by systematic survey through questionnaire or structured interviews. The purpose of the present chapter is to look at the project as a whole and come to some sort of overall evaluation. To this end, as foreshadowed at the end of Chapter S2, comparison must be made between intended outcomes and observed outcomes.

Specific intended outcomes were proposed at the outset of the project and are listed in Chapter S3 (page 23). It should be recalled that the original impetus from the three co-operating school jurisdictions had stemmed from a perceived need for an acceptable means of catering for children who required intensive educational treatment on account of severe handicaps. The original planning committee went on to list priorities for the project as a whole and to specify objectives related to, or stemming from, Stage III services. The purpose, and by implication, the characteristics of the Learning Assistance Centre (LAC) were also spelled out rather clearly.

If these documented objectives are interpreted as a prescription for the project, then the success or otherwise of the project may be assessed simply by checking off each item according to whether and how well the prescription was implemented. This will be done in the paragraphs to follow, but an overall evaluation which limits itself to such a procedure is inadequate. Initial objectives are necessary and, acknowledging that they represent the distillation of the combined knowledge, experience and effort of several people over many hours, possess an intrinsic validity. However, with the further experience of a program in action and the consequent benefit of hindsight, it is necessary to address the question, not only of whether the objectives were achieved, but also the degree to which each specified objective was appropriate and whether there were other additional objectives that might have been stipulated but which were not.

At the same time, care must be taken to avoid what might be termed a "catch-22" situation in reverse. That is, the temptation must be avoided of claiming a "plus" when a stated objective seems to have been reasonably achieved, but of claiming a further "plus" when an objective was not realized, on the grounds that maybe the objective was inappropriate in the first place.

Objectives Established by Planning Committee

Establishment of Stage III services

The first priority of the planning committee was the establishment of Stage III diagnostic and remedial services for the more severely handicapped, such as the emotionally disturbed and the severely learning disabled (p. 24) and the second priority was for a Stage III diagnostic and remedial centre to be jointly planned, funded and staffed by the three rural jurisdictions and the urban school boards. Some time later, when the SRSSP team had returned from visiting Level 3 service agencies in Alberta, the recommendation was made that the three rural school units co-operate with one of the urban school boards in order to finance and operate jointly a diagnostic-prescriptive centre. The post-Alberta visit recommendations also referred to providing teachers in regular schools with release time so that they would be able to participate in the diagnostic and remedial efforts in the clinic.

There is a slight, but significant, shift in the terminology used in the objectives as originally stated and the subsequent objectives focussing specifically on the operationalization of Stage III services. The former refers to a *remedial* centre, while the latter refers to a diagnostic-*precriptive* centre. A Learning Assistance Centre (LAC) was established and has clearly functioned as an advanced diagnostic-precriptive centre, and was perceived as such by schools in the three rural units.* The Saskatoon Region Special Services Project has been developed around the concept of the full-service school, where the majority of students experiencing educational handicaps are provided for by the team of class teachers and resource teacher, who turn to their colleagues in the LAC for additional diagnostic, prescriptive and collaborative services in the case of children who require additional help. It is therefore arguable that what to the original planning committee was the number one priority, i.e., a remedial service centre catering to the needs of the severely emotionally disturbed, has not been as adequately provided as had been originally intended. Neither the SEECC nor any other model for the provision of special educational services can expect to provide education based in the regular classroom for children with extreme intellectual and emotional disorders; the task must be to increase professional competences available within the regular school and furnish immediate backup services to a level such that the number of children who cannot be effectively helped in the regular schools is brought to an irreducible minimum.

Studies described in Chapter S6 have demonstrated that teachers with appropriate preservice or inservice preparation are more disposed to

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* It is unfortunately more than possible that teachers from the urban unit which collaborated in establishing the LAC, not having the "SEECC infrastructure," tended to perceive the LAC as just another external remedial agency.

accept educationally handicapped children within the regular school, and feel more confident, given adequate resource teacher support, to work with marginally handicapped students. The flow chart depicted in Figure 8 (page 50) represents the interpretation of the SEECC model of special educational services delivery at the time of planning the SRSSP. At that time, children for whom instructional objectives could not be set and achieved through the combined efforts of class and resource teachers backed up by the resources of the LAC were to be subject to "appropriate referral." Two factors probably contributed to what now appears as a rather loose and lame option: an over-optimistic assessment of the number of severely handicapped students who could be assimilated within a regular class, augmented by help from the resource teacher and LAC; and a too literal acceptance of the analogy between the 3-stage SEECC teacher preparation model and the provision of special educational services. After Stage III of the teacher preparation model, there is nowhere to go, nor is there any need to go further. If Stage III in the model of special education service delivery is defined as the combined efforts of class teacher, resource teacher and LAC personnel, based in the regular classroom, then this cannot be the end of the line. Although many children who might otherwise have had to be taught in self-contained classrooms can and are being helped in successful "full-service schools," there has to be alternative provision for children for whom even this is not enough. Evidence from the TPOF study (Chapter S6, page 75), from the School Climate study (Chapter S6, pp. 125f.) and from examples of the acceptance of moderately mentally retarded children in regular schools, suggests that with proper planning and preparation, children with severe emotional maladjustment, moderate sensory defects and mental retardation can be placed in a self-contained classroom (with facilities for social integration with other students) within a regular school. This modification of earlier representations of the SEECC model of delivery of services is incorporated in Figure 21, page 178). But, the fact remains that in the SRSSP itself, appropriate provision for the extremely emotionally disturbed student was probably one of the objectives where outcome fell some way short of expectancy.

Teaching staff preparation

A group of priority objectives of the SRSSP planning committee related to ensuring that teachers and principals in regular schools should have appropriate preparation through inservice, preservice and orientation sessions. These objectives were generally achieved. All teachers had inservice, some for credit, through a series of activities based on the University of Saskatchewan class "Teaching the exceptional child in the regular classroom" (EDEXC 250a/b). Teachers' evaluation of the class was encouraging and, perhaps more significantly, several requests for similar classes have since been received from other school jurisdictions through word of mouth recommendation. Principals took part in a whole day orientation seminar and their opinions prior to, and after experience of, the implementation of the project have been documented in Chapter 6, page 84). By means of hiring policies and summer school inservice, a significant number of resource teachers already had or were able to acquire Stage II competences when the SRSSP got under way and, in conjunction with

LAC staff, they participated in a number of professional seminars during the school year.

Designating procedures

The original planning committee called for common procedures for screening and identifying children with special educational needs. Insofar as the three co-operating units provided a standard nucleus of information when referring children to the LAC, this objective could be said to have been realized, at least in part. However, it is questionable as to whether, or at least in what context, this was a sound objective. The Adams study on school climate in the previous chapter (page 161) demonstrated and confirmed that identification and diagnosis leading to effective remedial action within the school depends on the involvement, communication, and mutual confidence and trust between personnel within the school; any attempt to standardize and impose a procedure for identifying students who qualify for special educational help throughout a whole jurisdiction or group of jurisdictions would likely be counterproductive and contrary to the SEECC or any other professionally respectable philosophy. The child who needs some form of intervention by the resource teacher is the child for whom his or her regular class teacher requires assistance. Similarly, the child who needs Stage III involvement is the child for whom the combined efforts of resource teacher and class teacher are proving less than acceptably effective. Arbitrary criteria of educational underachievement or retardation, or a minimum number of responses on a hyperactivity checklist have no place in the continuum of professional involvement in educational treatment. The expressed need for "common screening procedures" is an administrative need, and is related to diagnosis for administrative purposes, not to diagnosis for remedial teaching purposes. The responsibility for developing common criteria for identification designation as mentally retarded, learning disabled, emotionally disturbed, etc., is therefore that of a provincial department of education rather than a particular school jurisdiction or group of jurisdictions. Administrative diagnosis should be recognized as having an important facilitatory and regulatory role, and it is therefore important that uniform screening criteria of acceptable validity be developed, but this "diagnosis at arm's length" must not be allowed to obscure and effectively extinguish diagnosis as an interpersonal activity.

Role of resource teachers

The consultative role of resource teachers was to be emphasized in addition to their established role as diagnostic remedial teachers. As the Adams study has shown (Chapter S6, pp. 125f.), the degree to which this objective was achieved varied considerably between schools. In some schools, the activities of the resource teacher approximated the spectrum of services illustrated in Table V (page 32). In others, however, the resource teacher was no more than a remedial reading teacher (and was sometimes referred to as such) working with the same groups of children at the same time of the same days, week in and week out. So long as the

goal of comprehensive services from resource teachers is not lost sight of, there is no cause to be disheartened that this objective was not totally achieved during the early implementation of the SEECC model. New habits and the assimilation of new educational strategies cannot be achieved universally overnight; some teachers will have become accustomed to performing satisfactorily as remedial reading teachers, and old habits are resistant to change. Patience will ultimately be rewarded, so long as the philosophy, commitment and motivation are regularly renewed and sustained.

Objectives Relating to, or Stemming from Stage III Services

Establishment of Learning Assistance Centre

The objectives listed in Chapter S5 (page 64) envisaged the establishment of a diagnostic-prescriptive centre and, if this were not possible, the hiring of itinerant personnel jointly by the co-operating units. In the event, it was possible to establish a Learning Assistance Centre in collaboration with the Saskatoon Catholic School Board. Further, the projected professional staff of four highly qualified teachers was hired.

Competences and responsibilities of LAC staff

The original specifications for staff qualifications were that they would combine competences in counselling, learning disability, behaviour adjustment and reading, while backup services were envisaged from psychology, speech and hearing pathology, social work and medical services. The staff that was hired encompassed competences related to counselling, learning disabilities, language pathology, reading and educational psychology, but only to a minor degree in behaviour adjustment. The original specifications called for "a master diagnostic and remedial teacher," one of whose specific charges was to ensure that clinical reports include educational recommendations comprehensible to teachers. From the teacher responses to LAC services reported in the previous chapter (pp. 111f.), it is clear that the objective of meaningful communication between LAC and regular school staffs was more than adequately achieved. This success was probably due to:

a) the staff of the LAC comprised more than one "master diagnostic teacher";

b) teachers from regular schools were often given release time to participate in the LACs diagnostic activities (as called for in the original objectives);

c) the LAC staff themselves provided counselling and liaison services to parents and teachers, and assisted children in returning to and adjusting to their home schools after their sojourn at the LAC. That this

objective (see page 64) was achieved is indicated by responses of parents and regular school teachers, as reported in Chapter S6 (pp. 104f.).

Regular inservice for resource teachers

Following joint consultation, regular seminars and workshops were convened for resource teachers and LAC staff. Topics covered were reported on page 63.

Regular inservice for all

The fact that regular inservice for all teachers was a recommendation in the context of providing Stage III services bears testimony to the spirit of continuity of services in which the SRSSP was conceived. Specifically, the planning committee recommended that "inservice for all teachers be conceived as an ongoing procedure and not as a once only package. This type of inservice is likely a necessary part of the project on at least an annual basis."

The wording of the recommendation suggests that the committee conceived inservice in a workshop format. If so, it is questionable as to whether it is realistic to make such provision "at least annually", in view of the competing demands for teacher inservice time.

At any rate, the objective, as stated and interpreted literally, was not attained. However, the purpose of the objective as stated was to maintain the involvement of teachers in—and to initiate newly hired teachers to—the idea of the full-service school and the continuity of special educational provision. It is not unreasonable to speculate, with the distribution of the SEECC Chronicle each term, the continuous experience of co-operative effort with the resource teacher and liaison with and from the LAC staff, that more formal inservice on an annual basis should be unnecessary. As teachers become more accustomed to a SEECC Model type of special educational provision, the ingredient needed to ensure continued, effective operation is communication: communication of information, of experiences and of ideas. The expenditure incurred in producing an occasional broadsheet, in keeping the teaching loads of resource teachers and LAC personnel down to levels which facilitate meaningful communication, is a sound investment. Without regular communication between teachers at the three stages of provision, the SRSSP could degenerate and fragment over time.

The preceding paragraphs have been addressed to particular objectives specified at the outset by the SRSSP planning committee. However, the whole project is greater than the sum of its parts and it remains to compare overall observed outcomes with outcomes that were, explicitly or implicitly, expected. Explicitly, the overall purpose of the SRSSP was to help bring special educational services to bear more effectively for handicapped children in the rural areas surrounding Saskatoon. Moreover, a deliberate decision was made to develop human and material

resources in such a way that a mode of special educational service delivery could be implemented which parallelled the 3-stage SEECC teacher preparation model.

The implicit expectancies and objectives of the project may be induced by considering some of the questions which were posed during the period of the project and the attempt to answer which have been described in the body of the present report.

1. To what extent do teachers who rely on a traditional pattern of special educational services refer children to external consultants, and what do they expect as a result of these referrals?

2. What shift, if any, is there in the opinions of teachers about the degree of segregation necessary for the education of exceptional children, following Stage I teacher preparation?

3. What change, if any, is there in teachers' expressed confidence in catering for the needs of exceptional children, following Stage I preparation?

4. To what extent do teachers accept the establishment of groups of exceptional children within their own school?

5. What factors influence acceptance of a resource teacher by regular class teachers?

6. What change, if any, is there in the rate of progress in basic school skills by children after treatment at the Learning Assistance Centre?

7. What changes, if any, are there in the self-concept of children after treatment at the Learning Assistance Centre?

8. How do regular and resource teachers value referrals to the Learning Assistance Centre?

9. What do parents of children referred to the Learning Assistance Centre think of the help received there by their children?

10. What changes, if any, are there in the attitudes, expectancies and reservations of school principals following experience of the implementation of the SEECC model of special educational services delivery?

11. What is the overall evaluation of the project by the three superintendents with regard to costs, benefits and problems associated with the SEECC model of delivery of special educational services?

12. What are the identifiable characteristics of schools which are more successful in implementing to concept of the full-service school (i.e. Stages I and II of the SEECC Model)?

Attempts to answer these questions have been described in the body of the present report and are summarized below.

Teacher referral practices

A subsidiary investigation in a unit not using the SEECC model showed that a sample of teachers referred an average of three children per year for consultant help from outside the school and felt that approximately another four children who had not been referred needed additional attention. As part of the same study, class teachers were asked for their opinion as to the form of treatment which the children they had referred or had considered referring, should receive. Of the seven children per class, the teachers indicated that the overwhelming majority (average 6.2 per class) could be taught in a regular class provided that, in some cases, the class teacher received ongoing adequate backup services. Another study, also carried out in a school unit that did not employ the SEECC Model, demonstrated that although there is a comparable incidence of learning disability in schools serving districts of different socio-economic status, the probability of a learning disabled child coming to the attention of a centrally-based consultant is far greater if s/he is of above average socio-economic status (Chapter S4, Section (c)).

These studies pointed up the need for teachers in all schools who are able to detect, diagnose and prescribe programs for children with educational disabilities.

Effect of Stage I preparation on teachers' acceptance of exceptional children

Deliberate teacher preparation for acceptance of exceptional children does not mean indoctrination. Stage I inservice was designed to increase teachers' knowledge of, and competence with, exceptional students, with the expectancy that increased competence would result in increased confidence. In turn, it was hoped that this increased confidence would result in greater acceptance.

Teachers were therefore presented with a list of pen pictures of children with symptoms of a variety of educational handicaps, and were asked to suggest where, from regular classroom to residential special school, each child should be educated. Assessments made before and after inservice showed a significant shift in the direction of more cohesive rather than fragmented education for exceptional children. Undergraduate student teachers showed the same shift after their pre-service Stage I preparation (Chapter S6, Section (a)).

A survey of all teachers in the three rural units revealed a significant increase in feelings of success in working with educationally handicapped students following Stage I inservice (Chapter S4, Section (c) and Chapter S6, Section (b)).

Teacher attitude toward groups of exceptional children within the regular school

According to a study carried out in a school unit which does not employ the SEECC Model, there is a wide variation in the degree to which teachers accept the presence of self-contained groups of exceptional children within regular schools. This variability emphasizes the importance of the effect of school climate and morale on teacher acceptability of exceptional students. It was not possible to carry out a study specifically to test the hypothesis that teachers in a school successfully implementing the "full-service" concept would be accepting of self-contained groups of more severely handicapped students in their midst, but the cumulative results of studies summarized in the previous paragraph and in Chapter S6, Section (g), suggest that further research would support such a hypothesis.

Desirable qualities of resource teachers

Of all the qualities, traits and characteristics rated by teachers as enhancing their confidence in resource teachers, the one found to be crucial was their demonstrable competence in professional skills (Chapter S6, Section (c)). The School Climate study (Chapter S6, Section (g)) further indicated that approachability, a capacity for taking initiative and leadership qualities within a team situation are qualities that increase the probability of resource teacher acceptance and success.

Progress in basic school skills by children attending the LAC

The first twenty children who had been referred to the LAC showed overall significant gains in achievement, after an average of 40 full days attendance per student, but the gain was not statistically significantly greater than that shown by a control group. However, it should be remembered that the primary purpose of the LAC is to provide extended diagnosis by a specialist team. A prescribed program of remediation, to be carried out in the regular school by the resource and class teachers, who had themselves indicated a need for additional professional help, is an integral part of the LAC diagnosis (Chapter S6, Section (f)).

Changes in self-concept of children attending the LAC

Direct benefits of LAC attendance were evident in improved self respect. Children who attended the LAC showed a significant gain in self-concept when compared with similar children who had not attended the LAC. Those children whose self-concept had been lowest showed the most dramatic gains (Chapter S6, Section (f)).

Teacher opinion on referrals to the LAC

The opinions of regular class and resource teachers of the value of referrals to the LAC were essentially positive. They noted improved confidence of the children as the most striking change, followed by improved academic school work, attitude to school and general behaviour. The frequency and value of contact with LAC attracted favourable comment and reports from the LAC were adjudged to be helpful. Four class teachers who were not from the rural units implementing the SEECC Model reported that they had not received final reports from the LAC; no teacher of any of the children from the rural units made such a complaint.

Some problems were noted in a small number of responses; nevertheless, all but one of the 21 teachers agreed unequivocally that they would refer other children with learning problems to the LAC. There were some reservations about the effectiveness of the LAC in helping children who are emotionally disturbed (Chapter S6, Section (f)).

Parent opinion on referrals to the LAC

After some initial scepticism on the part of both children and parents, there was generally a positive attitude toward LAC referral. Parents were particularly pleased at the effort which the LAC made to maintain contact with children's home schools. They assessed the help which their children had received at the LAC as positive, some extremely so. Virtually all parents who had not rated their children's pre-LAC behaviour and attitude to school as positive reported improvement in these areas. The in-depth treatment, as opposed to short-term diagnostic service, was particularly appreciated. Transportation caused some problems, but parents acknowledged that there was no ready solution.

Parents were unanimous that a Learning Assistance Centre must be located in a regular school and when asked if they would recommend the LAC, several answered that they had already done so (Chapter S6, Section (f)).

Attitude of school principals to the SEECC Model

At an orientation session before the implementation of the SRSSP, school principals from all schools in the three units completed an evaluation form to find out something about their hopes, expectations and reservations. After two years experience with the new program, they were asked to complete an identical questionnaire, except that on this second occasion they were asked what differences *had* been made, what problems *had* arisen, rather than what was anticipated. In summary, the principals' pre- and post-evaluations were that anticipated problems turned out to be rather less than had been expected, while positive benefits proved somewhat better than had been expected (Chapter S6, Section (d)).

Superintendents' evaluation of the SRSSP

Superintendents were asked, by means of a questionnaire, about the costs and benefits of the implementation of the SEECC Model. Direct costs for Stage I inservice were minimal, while indirect costs might be considered as the amount of teacher salaries during the couple of half days when inservice sessions were conducted during what would otherwise have been school time. The average salary of the resource teachers was less than 4 per cent higher than the salary of the average class teacher in the rural units. Transportation costs varied from $94 to $562 per student.

The superintendents cited several perceived benefits of the inservice sessions, while the co-operative planning and action was itself seen as a major benefit (Chapter S6, Section (e)).

School climate in successful full-service schools

Structured interviews were conducted with principals, resource and class teachers from schools adjudged to have been respectively more and less successful in implementing the full-service school model of the first two stages of the SEECC Model. The interviews were recorded, transcribed and analyzed qualitatively in an attempt to tease out specific characteristics which differentiated the two groups of schools. In summary, the more effective schools displayed a climate of self-sufficiency with a procedure for identifying and helping children. Regular teachers were prepared to take direct action for the purpose of securing materials for their students, of requesting direct and indirect resource teacher help, and anticipating inclusion in programs set up by outside agencies. The resource teacher was generally perceived as the nucleus for action, under the benevolent, active but not domineering authority of the principal. On the other hand, schools that were less successful were characterized generally by a rigidity which stemmed from a climate of dependency. While they viewed themselves as adequate in dealing with school based problems, they showed less initiative in securing additional services. A particular impediment to their assertiveness appeared to be the influence of the principal, who either retained or abrogated too much responsibility (Chapter S6, Section (g)).

Conclusions

The SEECC model of special education service delivery is radically different from the traditional practice of relying primarily on consultative services which are external to the school, but it would be unrealistic to imagine that implementation of the SEECC model produces overnight change. The change in underlying philosophy might be revolutionary but change in practice is evolutionary.

Findings summarized in the previous section lead to conclusions that are generally positive; these conclusions are considered under six headings:

1. Support for the SEECC delivery model.

2. Teacher acceptance of the SEECC version of mainstreaming.

3. Benefits to children.

4. Costs.

5. Co-operative nature of the operation.

6. Commitment and involvement.

1. There were two identifiable sources of evidence of support for the SEECC delivery model:

(a) participant evaluation;,

(b) measured changes in performance.

Questionnaires by superintendents of the collaborating school units who were required to make an overall evaluation of the total school-based operation, were positive; school principals found that anticipated problems did not materialize, while parents and teachers were supportive of the services they had received from the LAC.

Following inservice, regular teachers' responses to questionnaires and rating scales indicate greater tolerance of educationally handicapped children within regular schools and greater confidence in their own competence to treat exceptional children. The self-concept and basic educational skills of children who have attended the LAC have improved.

2. A number of subsidiary studies, taken together, suggest cautious optimism for potential and actual teacher acceptance of a SEECC model brand of mainstreaming. One study, in a school jurisdiction not employing the SEECC model, showed that teachers who had had experience of exceptional children within regular schools but no planned preparation designed to foster acceptance of handicapped students, had reservations about educating exceptional children within regular schools. Other teachers from the same educational unit indicated that though they felt a need to refer an average of seven children per class per year for outside consultant appraisal, they believed that with back-up help, at least six of these children could be served within the regular school.

This suggests a potential positive orientation on the part of regular teachers toward greater responsibility by the neighborhood school for the education of exceptional children. The recorded shift in attitudes following inservice within the school units which adopted the SEECC model suggests that the potential of regular schools to play a more dominant role

in the education of exceptional children can become a reality.

3. Direct comparisons of achievement by children in regular schools was difficult for technical reasons because, under the SEECC model, many children who would not have received extra attention under a traditional delivery model, received direct help from the resource teacher or indirect assistance through co-operation between regular and resource teachers. However, significant average gains in both basic school subject achievement and self-concept were recorded for learning disabled children who attended the LAC. Self-concept of children with compounding emotional problems did not appear to be enhanced to the same extent.

4. Financial expenditure did not significantly increase in implementing Stages I and II of the special education service delivery model.

The cost of setting up the LAC in an existing school amounted to less than $2 per head of the 7500 students enrolled in the three school units. The total annual operating cost of the LAC for the three collaborating units was approximately $65,000. This represents approximately a half of the "high cost" special education allowance for the children actually served, or about $8.75 per student in the total population served.

5. The project demonstrated that school jurisdictions which did not have the specialized staffs or financial resources to implement a separate comprehensive special educational service can collaborate harmoniously and effectively with other jurisdictions in the same situation.

6. The greater the active involvement, the greater the acceptance of the SEECC model. The commitment of the superintendents almost certainly stemmed to a significant degree from the many hours of committee meetings devoted to planning. Principals, who generally entered into the project with positive expectancies, had been involved in a full-day workshop as well as preparatory activities in their own school units with their own superintendents. The attitudes of regular class teachers, who had not been formally consulted ahead of time, were generally positive at the outset, but became more positive subsequent to inservice.

IMPLICATIONS FOR FURTHER RESEARCH

The present project has been developmental, global and innovative. Conclusions have been drawn and specific questions have been highlighted that require more analytic investigation which the present project was neither intended nor designed to carry out.

1. There is a need for simple but systematic data gathering on the deployment and use of personnel. A simple count of the number of children being seen by the resource teacher does not tell the whole story. In the present study, for instance, it is known that in some schools—particularly

those schools where the SEECC model is being most effectively implemented—there has been a significant change in the nature of students referred for resource teacher help. Changes in the quality and pattern of resource teacher involvement should be monitored and related to the satisfaction and value attached to services provided.

2. Apparent differences in effect of LAC short-term intervention on learning disabled children with and without primary emotional problems suggest a need for a follow-up study to determine whether there might have been latent improvements which manifest themselves later in the case of children with emotional problems. And if there is neither actual nor latent significant improvement, then the question has to be asked as to whether there should be some additional screening of children referred to the LAC and/or whether LAC staff competencies need to be augmented by psychotherapeutic skills.

3. Because of the frame of reference of the present project, it was not possible to compare the effectiveness of the LAC as part of an articulated service delivery system with the effectiveness of an LAC operating as an independent referral agency.

RECOMMENDATIONS FOR PRACTICE

1. Active involvement in planning is necessary at all levels of program implementation, and should be achieved through progressive devolution. There needs to be a nice balance between direction and purpose imparted by the agents of innovation on the one hand, and participatory collaboration and genuine team spirit on the other. Motivation and enthusiasm should be transmitted from superintendent to principal, and from principal to individual school staffs, so that subsequent plenary meetings will be attended by professionals who are informed and at least partially committed.

2. There is a need for the upgrading of mature, experienced teachers who do not have specific diagnostic-prescriptive-remedial competences but who have all the potential attributes for success as resource teachers. Reports from superintendents show that only about half of the resource teachers in the region even now have appropriate qualifications according to the SEECC model.

3. It is frequently asserted that financial cost is a major reason why special educational services are not as good as they should be. If all teachers in a school jurisdiction receive appropriate inservice and if selected teachers are prepared as resource teachers (preferably through one semester of full-time inservice), minimal financial expenditure need be incurred in establishing a quality service based on the "full-service" school concept.

4. If a SEECC type of service delivery model is to be successful there is need for inservice, not only prior to the outset and during the early implementation of the program, but also as an ongoing procedure to maintain momentum. The inservice should include all teachers, including principals.

5. A co-operative LAC has been shown to be a feasible proposition. However, it must be stressed that such a venture cannot be created by edict; its success will come as a result of patient joint planning and preparation.

6. Stage II teacher preparation should include, as the SEECC Report on teacher preparation originally recommended, a substantial component designed to develop competences in working with children who are behaviorally and emotionally maladjusted.

Concluding comment

The three year project confirmed our initial faith that provision of special educational services by teachers, trained along the lines of the SEECC teacher preparation model, and working as a team, can provide a quality education that is compatible with the spirit of mainstreaming and realistic in practice. However, the SEECC model was never thought of as being etched in stone and its implementation has been subject to amendment in the light of experience.

One factor that caused us considerable concern was the fate of children whose problems were too great to be tackled effectively by the combined efforts of class teacher and resource teacher in the regular school. Results of the Dickson study quoted earlier, suggested that teachers *who had not had the SEECC Level 1 training,* were reluctant to accept self-contained classes of handicapped students within their school. However, studies on the shift of teacher opinion following SEECC Stage I preparation, provide grounds for greater optimism. Figure 21 illustrates, in flow-chart format, our present conception of the provision of educational services for children with special educational needs, in the light of our educational ideology, thinking and experience.

Figure 21 reiterates that the regular class teacher is the primary agent for the educational process. However, if she finds herself in a situation where a child is failing to achieve the instructional objectives which are being set, she consults with the resource teacher who is a member of the school staff and, after further diagnosis by the resource teacher and a decision on the respective teaching responsibilities of class and resource teacher, prescribed remediation for the child is implemented. If, however, this treatment is unsuccessful, then the Learning Assistance Centre staff—who will have all previous diagnostic information made available to them—are consulted for more specialized diagnosis. Liaison between the Learning Assistance Centre and the

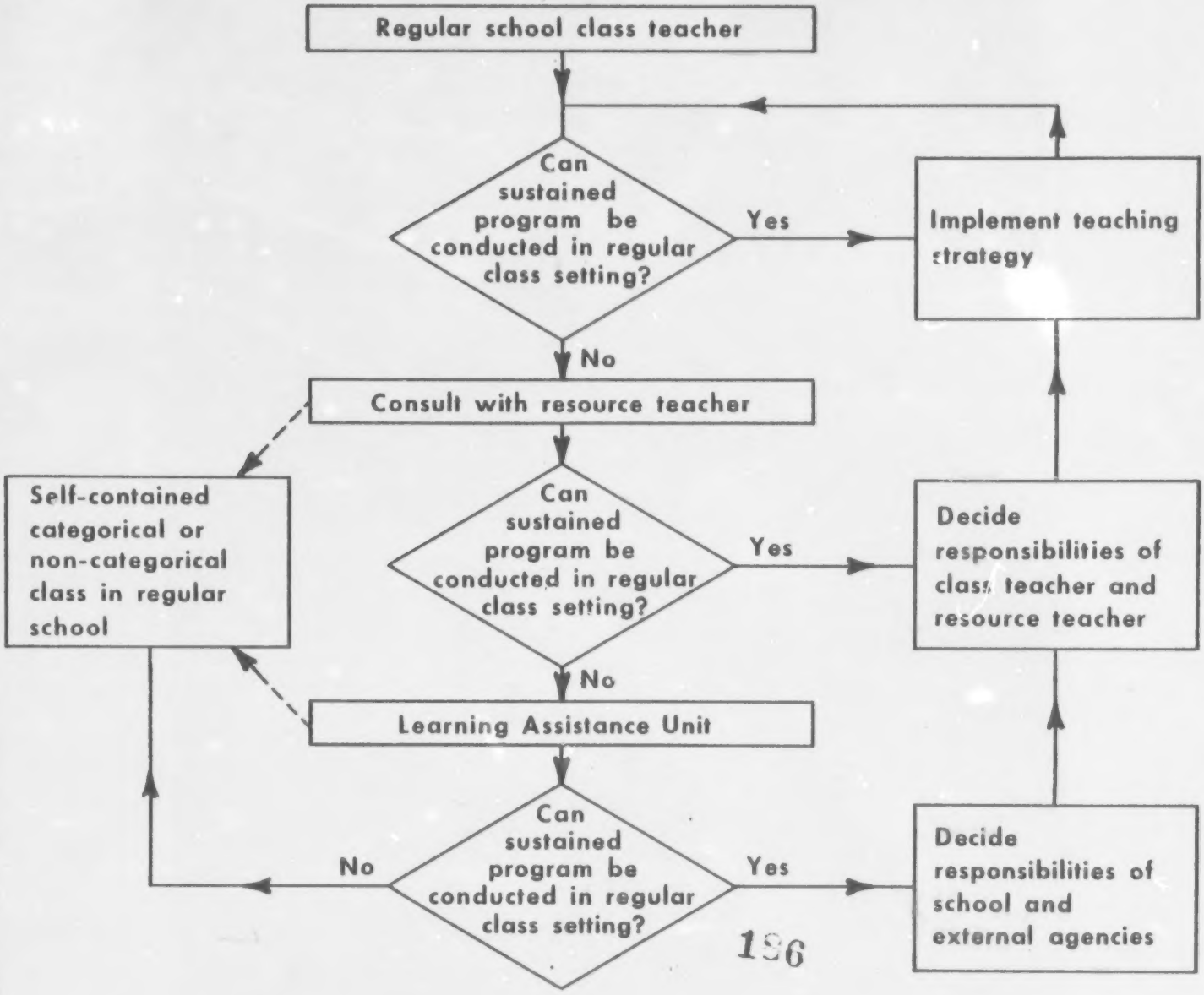
Regular school class teacher
Can sustained program be conducted in regular class setting?
Yes
Implement teaching strategy
No
Consult with resource teacher
Self-contained categorical or non-categorical class in regular school
Can sustained program be conducted in regular class setting?
Yes
Decide responsibilities of class teacher and resource teacher
No
Learning Assistance Unit
Can sustained program be conducted in regular class setting?
No
Yes
Decide responsibilities of school and external agencies

Figure 21 A model for the delivery of educational services to children with special needs.

school-based teachers is maintained and, between them, a program implemented for the child. In many cases, the child will still be based in a regular classroom, with prescribed sessions with the resource teacher but, for those children with severe learning disabilities, emotional maladjustment or moderate sensory defects, the child will be placed in a self-contained classroom (usually with facilities for social integration with other regular students) within a regular school.

However, the development of rational and intellectually satisfying flow-charts and models are insufficient in themselves for the successful implementation of an innovative system. The essential condition for successful implementation of a program of special educational services which emphasizes the primary responsibility of the regular schools, is acceptance of the program by administrators, teachers and principals. And the essential ingredients for program acceptance by these workers are:

1. development of appropriate professional competencies;
2. active co-operative involvement in planning the program;
3. experience of the program in action; and
4. plenty of patience.

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APPENDICES

APPENDIX A1

Agreement between the 4 Cooperating School Units Concerning the Establishment of the Learning Assistance Centre

THIS AGREEMENT made this day of , A.D. 197__

BETWEEN: SASKATOON ROMAN CATHOLIC SEPARATE SCHOOL DISTRICT NO. 20, as represented by the Board of Education for the Roman Catholic Separate School District No. 20,

Hereinafter referred to as the "Board"

-and-

SASKATOON WEST SCHOOL UNIT and
SASKATOON EAST SCHOOL UNIT and
ROSTHERN SCHOOL UNIT,

hereinafter collectively referred to as the "Units" and individually as to "EAST", "WEST" and "ROSTHERN".

WHEREAS the parties to this Agreement have acknowledged the desirability of establishing a facility to help students whose education is the responsibility of each of the parties to this Agreement.

AND WHEREAS there are some students who require special attention because of learning problems due to any combination of factors.

AND WHEREAS the parties to this Agreement wish to jointly establish a facility which will help their students who have such learning problems.

AND WHEREAS the parties recognize that such a facility is a supportive service and that the basic responsibility for the education of children with such learning problems remains with the neighborhood school and the regular classroom teacher.

NOW THEREFORE THIS AGREEMENT WITNESSETH THAT:

1. There shall be established at the location hereinafter described a Learning Assistance Centre the services of which shall be available to the children whose education is the responsibility of the parties to this Agreement who have specific learning problems.

2. The Board (in this Paragraph hereinafter referred to as the "Host Board") shall:

(a) Supply the facilities of the Learning Assistance Centre which shall be located in St. Philip School in the City of Saskatoon. Such facilities shall include classrooms, educational supplies and equipment and all other like items necessary for the operation of the Learning Assistance Centre;

(b) Hire those persons necessary to carry out the purpose of the Learning Assistance Centre and shall pay their salaries and all appropriate benefits:

(c) Pay all the costs of heating and lighting and cleaning in the Learning Assistance Centre and be further responsible for the general maintenance of the physical plant thereof.

3. The physical facilities of the Learning Assistance Centre shall be approximately 1,500 square feet. The actual physical plant shall be determined by the Host Board in conjunction with the Management Committee hereinafter referred to. Subject to unavoidable delays it is expected that the physical facilities of the Learning Assistance Centre will be completed and ready for occupancy by the Second day of September. A.D. 1976. Those items and equipment that will be uniquely required in a letter to attain the objects for which the Learning Assistance Centre is established shall be purchased by the Host Board on the advice of the management committee and the cost thereof shall be borne by the parties to this Agreement as specified hereinafter. Upon the dissolution of the Learning Assistance Centre all such unique equipment insofar as it may be possible shall be returned to the parties to this Agreement as per specified formula of contribution.

4. The parties to this Agreement agree that the costs incurred by the Host Board in fulfilling its obligations under this Agreement and generally the costs of establishing, operating and maintaining the Learning Assistance Centre (hereinafter called the "Costs") shall be shared amongst the parties to this Agreement in the following manner:

(a) By the Board—Forty (40%) percent of the Costs;

(b) By the Units and equally amongst them—Sixty (60%) percent of the Costs.

All the financial operation and co-ordination of the Learning Assistance Centre will be the responsibility of the Board. Each party to this Agreement will pay to the Board upon receiving account therefore that party's share of the Costs. These costs shall be paid in approximately equal amounts on December 31 and June 30 of each academic year. The Board shall determine in conjunction with the Management Committee on or before the 30th day of September in each year its estimate of the Costs of the Learning Assistance Centre for the budget year immediately following. Upon such determination being made, notice thereof including the allocation thereof shall be given to the parties hereto by the Board.

Upon the completion of each school year during which the Learning Assistance Centre operates the Board shall calculate the actual costs of the Learning Assistance Centre and shall allocate the same amongst the parties hereto and the parties shall pay to the Board its allocated portion of such actual costs if the payments already made with respect thereto have been insufficient to pay the actual costs of the Learning

Assistance Centre. Should the contribution of the parties have exceeded the actual costs of operation of the Learning Assistance Centre, a refund shall be provided to the parties as per specified formula of contribution.

The parties acknowledge that the boarding and/or transportation costs for the students of each party attending the Learning Assistance Centre are the sole responsibility of each party.

6. There shall be a Management Committee which shall have the responsibility of recommending to the parties the overall policy of the Learning Assistance Centre. This Committee shall consider the budget of the Learning Assistance Centre as prepared by the Host Board and shall perform any and all other functions required to be performed by it pursuant to this Agreement and from time to time by the parties to this Agreement. The Management Committee shall consist of the superintendents of each of the parties to this Agreement (or director of education) or such person as designated by such superintendents for this purpose. The Management Committee shall choose its own chairman and establish such rules and regulations for the conduct of its business as the Management Committee deems necessary.

7. The day to day administration of the Learning Assistance Centre in the carrying out of the overall policy of the Learning Assistance Centre shall be the responsibility of the Host Board. The Host Board shall upon the hiring of the staff necessary for the Learning Assistance Centre appoint a co-ordinator of the Learning Assistance Centre—it is intended that this co-ordinator in fact exercise the day to day administration of the Learning Assistance Centre on behalf of the Host Board.

8. It is the intention of the parties to this Agreement that the Agreement shall have a term of three (3) school years being (the 1st day of July to the 30th day of June next following) commencing with the 1st day of July 1976. If the parties wish to renew the term of this Agreement for such further period of school years as they desire they shall do so on or before the 1st day of September in the year prior to the year which the Agreement would otherwise terminate.

It is the intention of the parties that during the term of this Agreement they shall with the assistance of the Management Committee review the provisions of this Agreement, assess the success of the Learning Assistance Centre in attaining its objects, improve and develop as may be required mechanisms for funding the costs of the Learning Assistance Centre and generally introduce such innovations or make such changes as may be desirable so that the Learning Assistance Centre shall insure that those children it is serving overcome those learning problems. Any changes with respect to the funding of the Learning Assistance Centre and of the concept of its operations and its objects shall require the unanimous consent of the parties to this Agreement.

9. The parties to this Agreement recognize that the Learning Assistance Centre can only function effectively with the participation of all the

parties to this Agreement and the parties therefore agree that none of them shall be entitled to unilaterally terminate this Agreement nor withdraw, during the term of the Agreement, their financial support of the Learning Assistance Centre.

10. Termination of the Agreement may occur with the unanimous consent of all parties. The date of termination shall be _____.

_____
(Chairman) Board of Education for Saskatoon Catholic Schools

_____
(Chairman) Rosthern School Unit No. 49

_____
(Chairman) Saskatoon (East) School Unit No. 41

_____
(Chairman) Saskatoon (West) School Unit No. 42

APPENDIX A2

Structured Interview Forms Used in School Climate Study

(p. 125)

EVALUATION: FULL SERVICE SCHOOL

INTERVIEW FORM

(Regular Class Teachers)

Item Reference

Establishing Roles of Interviewer and Respondent

Suppose I'm the new resource teacher starting here next September. I'd like to plan for the coming year but I'm new to this school. It would be helpful if you would share certain experiences with me—especially how this school helps children with learning problems.

1000 **Instructional Materials**

1100 1. Say that you need special materials for one of your students, how would you go about getting them?

1200 2. Suppose the school doesn't have them, what are the chances you'll get them?

1300 3. Are there enough materials to share or does one grade or division get more?

1400 4. What about the materials you've been given:

1410 (a) Did it get the idea across to the child?

1420 (b) Did it help a particular problem?

1430 (c) Did you find it easy to operate?

1440 (d) Could the rest of the class use it too?

2000 **Evaluation of Indirect Services from the Resource Room**

2100 1. Suppose you suspect one of your students has a learning problem. If this school has a way of checking out this problem, who or what is it?

2200 2. Just how useful do you find this?

2300 3. Suppose you have a student with a mild learning problem and you'd like to try out a plan in the classroom. Would your decision to do this involve any other staff in the school?

2400 4. If you go ahead with the new plan and you want suggestions about

materials and activities, does anyone help? (If so, is it useful?)

2500 5. If your plan involves handling a child with a behavioral problem such as, acting out, or social and emotional problems, can you get appropriate advice?

2600 6. Suppose your plan concerns placing a child at a certain level in reading, for example, can you get advice to back up this decision?

3000 **Evaluation of Services from Regular Classroom Teachers**

If you identify a learning problem in your classroom, you may be faced with decision having to do with diagnostic teaching such as:

3100 (a) pinpointing characteristics that may have on the learning problem

3200 (b) setting up teaching goals

3300 (c) picking out the teaching strategy, material to go with it

3400 (d) trying it out on child, then deciding if goals were reached

Okay, if we use terms like most times, sometimes, few times, how often did you feel that you could in your class

3500 (i) pinpoint characteristics of a learning problem

3600 (ii) set appropriate goals

3700 (iii) use suitable teaching strategies and materials

3800 (iv) get help from a resource person if these steps were tried and still found they weren't working?

4000 **Evaluation of Direct Services from the Resource Room**

Let's say that one of your students is going to need extra help from me as the resource teacher. One question that comes up is finding the time suitable for the student, the teacher and the resource teacher.

4100 1. Who do you think should decide the time when the student gets extra help?

4200 2. Is this what has happened in the past?

4300 3. If you and I get together to plan a timetable for one of your students, maybe we ought to look at some factors that might affect its makeup.

4310 (a) Should we try to group some of your children with children from other grades who may have similar needs? (e.g. like skill building in phonics?)

—How important is this?

4320 (b) Should we try to fit the children in at a time that fits in with your schedule?

—How important is this?

4330 (c) What about scheduling children so they don't miss the core subjects like reading and math?

—How important is this?

4340 (d) When a child is "acting out" or having a hard time adjusting socially or emotionally, should we make room immediately in our timetable for him?

—How important is this?

Okay, we've talked about scheduling children on the basis of

—groups, with similar needs

—convenience for the regular teacher

--not missing core subjects

—difficulties in adjusting socially or emotionally

4400 4. How would you rank these in order of importance?

4500 5. When your students get supportive teaching from me, will you expect

any kind of "feedback" from me?

4610 6. (a) What kind of feedback do you get at the present time?

4620 (b) How useful is it?

5000 **Reaction to Direct Service Intervention**

Once we agree on a schedule, probably the next thing we ought to do is get an idea of how long a child gets supportive help. Let's say that "short term help or referrals" means not more than a term (4-6 months) and "long term help/referrals" means over a term (8-10 months).

5100 1. Okay, which type of help would you prefer given?

5110 (a) short term

5120 (b) long term

5200 2. From your experience, which type of help has been the most common?

5300 3. Suppose that I worked out a plan for one of your students and you felt from observation that it wasn't "filling the bill"

—If you wanted to have the plan changed what would you expect to be able to do about it?

5400 4. If your students' resource program is changed,

5410 (a) Are you told about it?

5420 (b) Do you have anything to say about this?

6000 **Evaluation of Overall Resource Room Services**

6100 1. Dealing with learning problems in a classroom probably involves straightening out certain situations that crop up. Let's talk about some aides that might have helped a situation.

6110 (a) Did you get extra materials to work with?

6120 (b) Could you understand and follow clearly any educational plans set up for your students?

6130 (c) Was there any inservice training held in the unit this year to help you work with learning problems?

6140 (d) How much backup service did you get from the resource teacher and other supportive staff?

So we've mentioned

—more materials

—clearer educational plans

—more inservice training

—more backup services

6200 2. How would you rate these in order of importance?

6300 3. I'd be interested in your general opinions about the resource program carried out in this school. It might save me from some "hassles" next year. For instance:

6310 (a) Were the aims of the resource program "spelled out" clearly to you and the rest of the staff?

6320 (b) Would you say it met these goals?

6330 (c) Did it meet your own personal expectations about the program?

7000 **Role Expectations of Resource Teacher**

7100 1. As a new resource teacher I'd need some idea of how to timetable for different activities. You could help me by estimating (in percentages)

7110 (a) The time the resource teacher actually spends on the activities you'll see listed on this sheet

7120 (b) also, how much do you think the resource teacher should spend on these duties?

8000 **School Relations with Outside Agencies**

Suppose you felt that one of your students needed more help than you and I could give:

8110 1. (a) What could we do for starters?

8120 (b) What happens next? (e.g. after you've told someone)

8130 (c) Would you be asked for an opinion in deciding the student's future educational plans?

8140 (d) Is there a committee that decides about matters like these? —Are you part of it if your student is involved?

8210 2. (a) Are you asked to put together a social and educational background report if the student is referred to an outside agency?

8220 (b) Does this report include any informal observations of the student (say in the classroom, gym or playground?

8230 (c) Are there any other school reports you'd fill out for outside services if one of your students is referred?

8310 3. (a) Suppose a supportive agency, e.g. like the Learning Assistance Center draws up a program for the student, are you shown or told about it?

8320 (b) Would you meet with anyone from the outside agency to talk about the plan?

8330 (c) Would the principal and you get together over a plan?

8340 (d) Would the resource teacher and you get together over a plan?

9000 **Overall Survey of Supportive Services**

9100 1. Over the past year, you might have received some supportive aid from this school. I'll try to suggest some ways this could have happened and I'd like to know which service impressed you the most. I'll

mention 4 services, then you can indicate your first choice.

9110 (a) Was it getting more materials?

9120 (b) Was it getting the help of the resource teacher?

9130 (c) Was it getting the help of the Learning Assistance Center?

9140 (d) Was it getting aid through other or outside agencies (like a speech therapist for example?)

9200 2. Having picked the services which you appreciated the most, let's just discuss it a little further.

9210 (a) Did it affect your attitude in any way towards children with learning problems?

—If so, how?

9220 (b) Did it make you aware or change your views of community backup services?

—If so, how?

9230 (c) Did it give you any ideas about new educational programs?

9240 (d) Did it promote better communication and cooperation in the school?

—If so, how?

Evaluation: Full Service School

Interview Form

(Resource Teachers)

Item Reference

Establishing Roles of Interviewer and Respondent

Suppose I'm a student teacher interning in this school under a master resource teacher. It would be helpful if you as the resource teacher would share certain experiences with me—especially how this school helps children with learning problems.

1000 **Instructional Material**

1100 1. Say that you need special materials for one of your students, can you usually get them in your school?

1200 2. Suppose the school doesn't have them, how else could you get them?

1300 3. Is there a special fund or budget for ordering resource materials in this school?

1400 4. What about the materials you've seen and used in this school:

1410 (a) Do they get the idea across to the child's levels?

1420 (b) Are they geared for a particular learning problem?

1421 (c) Do they have enough drill and practice?

1430 (d) Are they easy for both you and a classroom teacher to use?

1440 (e) Could they be used by children in the regular classroom too?

2000 **Evaluation of Indirect Services from the Resource Room**

2100 1. Suppose a teacher has spotted a student with a learning problem in his/her class. If this school has a way of checking out this problem, who or what is it?

2200 2. Just how useful do you find this?

2300 3. What if the teacher wants to set up a plan for a student with a mild learning problem, would you be likely to get involved?

—If so, how?

2400 4. What if the teacher wants suggestions about materials and activities, does anyone help?

2500 5. If the teacher's plan involves handling a child with a behavioral problem, where can she/he get appropriate advice?

2600 6. Suppose the teacher's plan involves placing a child at a certain level, say in reading, does anyone else back up this decision?

3000 **Evaluation of Services from Regular Classroom Teachers**

If a regular teacher identifies a learning problem in his/her classroom, she/he may be faced with decisions having to do with diagnostic teaching.

Okay, if we use terms like "most, some and few" to get an approximate idea, how many teachers in your opinion?

3500 (i) could pinpoint adequately, signs connected with the learning problem

3600 (ii) could set appropriate goals

3700 (iii) could use suitable teaching strategies and materials to go with it

3800 (iv) would seek help from a resource person if they tried these steps and still were unsuccessful.

4000 **Evaluation of Direct Services from the Resource Room**

4100 1. Let's say that a teacher requests that one of his/her students get extra help from within the school.

4110 (a) Are you involved in this consideration?

(b) Is any other staff involved in considering the request?

4200 (c) Who makes the final decision?

(d) How is it reached?

4210 2. Suppose you assigned me a new student in the resource room:

4211 (a) Would I get some kind of a referral about the student?

4212 (b) If so, would it be verbal or written?

3213 (c) Would there be any other information coming with the referral?

4214 (d) What has been the usual practice?

3. The next question that comes up is finding the time suitable for the student, the classroom teacher and resource teacher.

(a) Who decides the time when the student gets extra help?

(b) Is this what has happened in the past?

4300 4. If the teacher and I get together to plan for a suitable time, would it be helpful to keep some factors in mind, such as:

4310 (a) Should we try to place the student into a smaller group say 3-5 children who have similar needs (like skill building in phonics?

—How important is this?

4311 (b) Should we try to place the student at a time convenient for the resource room schedule?

—How important is this?

4320 (c) Or should we consider a time that fits in for the regular teacher?

—How important is this?

4330 (d) What about scheduling children so they don't miss the core subjects like reading and math?

—How important is this?

4340 (e) When a child is having a hard time coping or is acting out, should we make room immediately in our timetable for him?

—How important is this?

Okay, we've talked about scheduling children on the basis of

—groups with similar needs

—convenience for the resource room schedule

—convenience for the regular teacher

—not missing core subjects

—difficulties in adjusting socially or emotionally

4400 5. How would you rank these in order of importance?

4500 6. Would the teachers expect some sort of "feedback" from me about his/her students?

—If so, would it be verbal or written?

4610 7. Do you expect any feedback from the

—teacher

—from the principal?

5000 **Reaction to Direct Service Intervention**

Once the teacher and I agree on a schedule, probably the next thing we ought to do is get an idea of how long a child gets supportive help. Let's say that "short term help or referrals" means not more than a term (4-6 months), and "long term help or referrals" means over a term (9-10 months).

5100 1. Okay, which type of help would you prefer to see, long term or short term?

5200 2. From your experience which type of help has been the most common in the past?

5300 3. Is your opinion asked in deciding how long a child stays?

5400 4. Who makes the final decision?

5420 5. Suppose a teacher feels that a resource program isn't "filling the bill" for a student, could he/she have any say in changing it?

5410 6. (a) What if I felt a program needed changing, would I inform the teacher?

(b) What has happened in the past?

6000 **Evaluation of Overall Resource Room Service**

6100 1. Dealing with learning problems in a resource room must involve working out certain unexpected situations that crop up. It would be helpful for me as a student to know if the following factors could have eased these situations. For instance:

6110 (a) Did you get enough materials to work with?

6120 (b) Did you have enough time for communication and consultation with the rest of the staff?

6121 (c) Was there enough time for lesson preparation and record keeping?

6130 (d) Was there any inservice held in the unit this year to help to work with marginally handicapped children?

So, we've mentioned

6140 —more materials

—more time for communication and consultation

—more time for preparation

—more inservice

6200 2. How would you rate these in order of importance?

6300 3. I'd be interested in your general opinions about the resource program carried out in this school. It might save me some "hassles" in the future. For instance:

6310 (a) Were the aims of the resource program "spelled out" clearly to you and the rest of the staff?

6320 (b) Would you say it met these goals?

6330 (c) Did it meet your own personal expectations about the program?

7000 **Role Expectations of Resource Teacher**

7100 As a student working in the resource room, I'd need some idea of how to timetable for different activities. You could help me by estimating (in percentages)

7110 (a) The time a resource teacher actually spends on the activities you'll see listed on this sheet.

7120 (b) Also, how much time you think the resource teacher should get to spend on these duties?

8000 **School Relations with Outside Agencies**

Suppose you suspected that a student had a major learning problem and needed extra help beyond what the school could give:

8100 (a) Does the school have a way of checking this out?

—If so, who or what is it?

(b) Are you involved in it?

8210 (c) Are you asked to put together a social and educational background report if the student is referred to an outside agency?

8220 (d) Would a report include informal observation of the student (say in the classroom, gym or playground?)

8230 (e) Are there any other reports you'd fill out for an agency such as a pupil checklist?

8330 (f) Suppose a supportive agency draws up a program for a student, would the principal and you get together over the plan?

8340 —would you discuss it with the teacher of the student involved?

—would you meet with the parents?

9000 **Overall Survey of Supportive Services**

9100 1. Over the past year you might have received some supportive aid from within and outside this school. I'll suggest some ways this might have happened and I'd like to know which service impressed you the most. I'll mention 4 resources, then you can indicate your first choice:

9110 (a) Was it getting more materials?

9111 (b) Was it getting more inservice training?

9130 (c) Was it getting the help of the Learning Assistance Centre?

9140 (d) Was it through an outside agency like a speech therapist for example?

9200 2. Having picked the service you appreciated the most, let's discuss it a little further.

9210 (a) Did it affect your attitude in any way towards marginally handicapped children?

—If so, how?

9220 (b) Did it change your views of community backup services?

—If so, how?

9230 (c) Did it give you any ideas about new educational programs?

—If so, how?

9240 (d) Did it promote better communication and cooperation in the school?

—If so, how?

Evaluation: Full Service School

Interview Form

(Principals)

Item Reference

Establishing Roles of Interviewer and Respondent

Suppose I'm a new teacher starting at the Learning Assistance Centre in September. I may be working with children from this school. It would be helpful if you as the principal would share certain experiences with me—especially how this school helps children with learning problems.

1000 **Instructional Materials**

1. (a) If regular teachers ask for special materials, what are the chances they'll get them?

   (b) Do these requests come up during the year?

   —If so, how often?

2. (a) If resource teachers ask for special materials, is there a supply just for the resource room?

   (b) If the school doesn't have the materials, what are the chances the resource teachers will get them?

   (c) Are requests for materials passed along by resource teachers during the year?

   —If so, how often?

3. (a) Is there someone who picks out and buys materials for regular teachers?

   (b) Does anyone do this for resource teachers?

4. What about materials that are in the school now,

   (i) Are they here because of advice from the assist-superintendent?

   (ii) Are they here through the suggestions of the resource teacher?

   (iii) Are they here through recommendations by salesmen who make personal contacts?

(iv) Are they here through the suggestion of the regular teacher?

(v) Are they here through inservice training workshops?

2000 **Evaluation of Indirect Services from the Resource Room**

1. Suppose a teacher has spotted a student with a learning problem in his/her class. If this school has a way of checking out this problem, who or what is it?
2. Just how useful do you find this?
3. What if a teacher sets up a plan for a student with a mild learning problem,
   (a) Who would work with the individual teachers if *they* made a request for assistance?
   (b) Does anyone work with individual teachers on a systematic basis?
   (c) Would anyone get together with the resource teacher to discuss the children he/she are seeing?
4. What about the educational plans set up by the teacher, would you be likely to review them?
   —If so, how often?

3000 **Evaluation of Services from Regular Classroom Teachers**

1. If a regular teacher identifies a learning problem in his/her classroom, he/she may be faced with decisions having to do with diagnostic teaching such as:
   (a) Pinpointing characteristics that have a bearing on the learning problem.
   (b) Setting up teaching goals.
   (c) Picking out the teaching strategy and materials to go with it.

(d) Trying it out with the child, then deciding if the goals were reached.

Okay, if we use terms like "most, some and few" to get an approximate idea, how many teachers in your opinion

(i) Could pinpoint adequately signs connected with the learning problem?

(ii) Could set appropriate goals?

(iii) Could use suitable teaching strategies?

(iv) Could pick appropriate materials?

(v) Would seek help from a resource person if they tried these steps and still were unsuccessful?

4000 **Evaluation of Direct Services from the Resource Room**

1. Let's say that a teacher requests that one of his/her students gets extra help from within the school.
   (a) Are you involved in this consideration?
   (b) Who else considers the request?
   (c) Who makes the final decision?
2. Suppose a student was referred to the resource room,
   (a) Would the resource teacher expect to get any kind of referral to come with the student?
   (b) If so, would it be verbal or written?
   (c) Would the resource teacher expect any other information to come with the referral?
   —If so, what kind?
   (d) What has been the usual practice?

3. What about settling on a time suitable for the student, classroom teacher and resource teacher?
   (a) Would anyone else be consulted besides the regular and resource teachers?
   (b) Would there be staff meetings to discuss and prepare schedules?
   —If so, who would take part?
4. Suppose a scheduling conflict came up between the regular and resource teachers?
   (a) Would anyone act as a mediator?
   (b) Would someone have the final word in setting the schedule?
5. If the regular and resource teacher get together to plan for a suitable time, would it be helpful if they kept some factors in mind, such as:
   (a) Should they try to place the student into a smaller group of 3-5 children who have similar needs (like skill building in phonics)?
   —How important is this?
   (b) Should they try to place the student at convenient for the resource room schedule?
   —How important is this?
   or
   (c) Should they consider a time that fits in the regular teacher schedule?
   —How important is this?
   (d) What about them scheduling children so they don't miss core subjects like reading and math?
   —How important is this?
   (e) When a child is "acting out" or having a hard time adjusting

socially or emotionally, should they make room immediately in their timetable for them?

—How important is this?

Okay, we've talked about scheduling children on the basis of

—groups with similar needs

—convenience for the resource room schedule

—convenience for the regular teacher

—not missing core subjects

—difficulties in adjusting

6. In your opinion

   (a) Which is most important?

   (b) Which is least important?

7. Would you expect some sort of "feedback" from a regular teacher concerning a student's progress in the class after resource services?

   —If so, would it be verbal or written?

8. Would you expect any feedback from a resource teacher concerning the progress of a student receiving resource services?

5000 **Reaction to Direct Service Intervention**

Since we've talked about scheduling, probably the next thing that follows is the length of time a child gets supportive help. Let's say that "short term help/referrals" means not more than a term, and "long term help/referrals" means over a term.

1. Okay, which type of referral would you prefer to see used, long or short term?

2. From your observation which type of referral has been the most common in the past?

3. Who is involved in deciding how long a child stays?

4. Suppose a teacher feels a resource program isn't filling the bill for a student, what could she expect to do about it?

—Would you become involved in this change?

6. (a) Suppose a resource teacher feels a program needs changing, is anyone informed?

(b) What has happened in the past?

6000 **Evaluation of Overall Resource Room Service**

1. Dealing with learning problems in a school must involve working out certain unexpected situations that crop up. It would be helpful to know if the following factors could have eased these situations. For instance,

(a) Was there any harmony between the regular and resource teachers?

(b) Was there enough space for resource rooms and equipment?

(c) Was there enough time for planning the resource programs?

(d) Was the scheduling prepared without any hitches or hard feelings?

So, we've mentioned

—harmony between staff

—more space

—more time for planning

—scheduling free of any hitches

2. (a) Which would you rate as most important?

(b) Which would be least important?

(c) How would you rank the remaining two?

3. I'd be interested in your general opinions about the resource program carried out in this school. It might give a fuller background for the

students who are referred to an outside agency.

(a) Were the aims of the resource program "spelled out" clearly to the school staff?

(b) If so, who provided this information?

(c) Would you say the resource program met these goals?

(d) Did it meet your own personal expectations about the program?

8000 **School Relations with Outside Agencies**

1. Suppose it came to your attention that a student had a major learning problem and needed help beyond what this school can give;

   (a) Would you identify the problem through some kind of screening (like whole grades at a time)?

   (b) Would it be through a regular teacher asking for help from outside the classroom?

   (c) Would it be through the resource teacher requesting aid beyond the resource room?

2. Does the school have a way of checking out a referral for outside help?
   —If so, who or what is it?

3. Who makes the final decision for the student to get outside help?

4. Suppose a supportive agency draws up a program for a student
   —Would you get together with the resource teacher?
   —Would you include the teacher of the student involved?
   —Would you include the parents?

Overall Survey of Supportive Services

1. Over the past year you might have received some supportive aid from within and outside this school. I'll suggest some ways this might

have happened and I'd like to know which service impressed you the most. I'll mention four resources, then you can indicate your first choice.

(a) Was it through the indirect services of the resource room (the regular teacher working in consultation with the resource teacher)?

(b) Was it through the direct services of the resource room (the resource teacher working directly with a student)?

(c) Was it getting the help of the Learning Assistance Centre?

(d) Was it through an outside agency like a speech therapist for example?

2. Having picked the service you appreciated the most, let's discuss it a little further.

(a) Did it affect your attitude in any way towards marginally handicapped children?

—If so, how?

(b) Did it change your views of community backup services?

—If so, how?

(c) Did it promote better communication and cooperation in the school?

—If so, how?